

STUDENTS' DISCIPLINARY PROBLEMS IN MERTI AND WONJI SECONDARY SCHOOLS: A SURVEY OF THE VIEWS OF SCHOOL ADMINISTRATORS, TEACHERS AND STUDENTS

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Table of Contents

ACKNOWLEDGMENT	I
TABLE OF CONTENTS	II
LIST OF TABLES	III
LIST OF FIGURES	III
ABSTRACT	IV
CHAPTER – I. THE PROBLEM AND ITS APPROACH	1
1.1. BACKGROUND OF THE STUDY	1
1.2. STATEMENT OF THE PROBLEM	3
1.3. OBJECTIVE OF THE STUDY	4
1.4. SIGNIFICANCE OF THE STUDY	4
1.5. DELIMITATIONS OF THE STUDY	5
1.6. LIMITATION OF THE STUDY	5
1.7. METHODOLOGY AND DESIGN OF PROCEDURES FOR THE STUDY	5
1.7.1 Methodology	5
1.7.2 The Sources of Data	6
1.7.3 Population and Sampling Techniques	6
1.7.3.1 Ppopulation	6
1.7.3.2 Sampling Techniques	6
1.7.4. Instrument and Procedures for Data collection	7
1.7.4.1. Instruments for Data Collection	7
1.7.4.2. Procedures for Data Collection	8
1.7.5. Methods of Data Analysis	8
1.8. DEFINITION OF TERMS	9
1.9. ORGANIZATION OF THE STUDY	9
CHAPTER - II REVIEW OF THE RELATED LITERATURE	10
2.1. THE CONCEPTS OF DISCIPLINE	10
2.1.1. Definition of Discipline	10
2.1.2. Authoritarian Approach to Discipline	10
2.1.3. Newer Concepts of Discipline	12
2.1.3.1 Laissez Faire Approach to Discipline	12
2.1.3.2. Democratic Approach to Discipline	15
2.2. THE IMPORTANCE OF GOOD DISCIPLINE	16
2.3. WHY IS DISCIPLINE DIFFICULT?	18
2.4 TYPES OF STUDENTS DISCIPLINARY PROBLEMS	19
2.5. FACTORS / VARIABLES/ RESPONSIBLE FOR STUDENTS' DISCIPLINARY PROBLEMS IN SCHOOLS	21
2.5.1. Home/Family Environment Related factors for students' disciplinary problems in schools	22
2.5.1.1. The Effects of Parenting Styles	23
2.5.1.2. The Effects of Family Size	24
2.5.1.3. The Effects of Divorce on Children	25
2.5.2. Commonly – Related Factors for Students' Disciplinary Problems in schools	26
2.5.3. School-Related Factors for Students' Disciplinary Problems in School	29
2.5.3.1. Physical Environment of a School	29
2.5.3.2. Teacher-related Factors for Students' Disciplinary Problems	29
2.5.3.3. The Influence of Poor Teaching Skill of the Teacher	30
2.5.3.4. The Influence of Poor Personality of the Teacher	31
2.5.4. Peer Group–Related influences for students' disciplinary problems in Schools	31
2.6. MECHANISMS TO PREVENT AND/OR MINIMIZE STUDENTS' DISCIPLINARY PROBLEM	32
2.6.1. Total Discipline	32
2.6.1.1 Preventive Discipline	32
2.6.1.2. Supportive Discipline: Power to the Superego	35

2.6.1.1 Preventive Discipline	32
2.6.1.2. Supportive Discipline: Power to the Superego	35
2.6.1.3 Corrective Discipline.....	39
2.6.2. Co-curricular Activities as a Means to Tackle Students' Disciplinary Problems.....	40
CHAPTER – III DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	42
CHAPTER–IV SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	82
4.1 SUMMARY	82
4.2 CONCLUSIONS	85
4.3 RECOMMENDATIONS.....	86
BIBLIOGRAPHY	

List of Tables

Table . I. Characteristic of the Respondents	42
Table II Responses of Respondents on the Current Status of Students' Problems in the Schools	45
Table III. Responses to Types of Students' Disciplinary Problems in the Schools	49
Table IV. Responses to Types of Students' Disciplinary Problems out of the School Compound...	56
Table V Responses to Family-Related Factors for Students' Disciplinary Problems	60
Table VI. Responses to Community-Related Factors for Students' Disciplinary Problems	63
Table VII Responses to School-Related Factors for Students' Disciplinary Problem	65
Table VIII Responses to Teacher-Related Factors for Students' Disciplinary Problems	69
Table IX Responses to Peer Group-Related Factors for Students' Disciplinary Problems.....	72
Table X Responses to Student's Personal Problems Related Factors for Student's Disciplinary Problems.	75
Table XI Opinions of Respondents on Mechanisms to Control/Minimize/ Students Discipline Problems.....	78

List of Figures

Figure 1. Classifications of Parenting Styles-----	24
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Abstract: The study attempted to examine the current condition of the schools to identify the types and causes of students' disciplinary problems. To this end, descriptive survey method was employed. The subjects of the study were 250 students, 100 teachers and 18 school administrators (principals, vice principals, unit leaders, and counselors). Information was solicited from the sample respondents through a questionnaire consisting eleven sets of items (including bio-data) with close – ended and few open – ended questions. Three of the main issues studied were the types of commonly observed students' disciplinary problems, the causes for these problems, and the methods that should be employed to prevent and/or minimize such problems in the schools. The results of the study revealed that though 18 types of commonly observed students' disciplinary problems were identified, 10 of them were grouped in to two by the respondents and ranked as the first 5 most serious ones (tardiness, truancy, cheating during examination, disturbing in the classroom, and not doing home works) and the second five most serious ones (disrespecting the school community, fighting among each other, forcing cleaver students to give them exam answers, calling teachers by their names or nick names, and disobedience to the orders of their teachers). The causes were family related factors (low income, large family size, lack of offering love to children, low attitude to education, frequent conflicts and divorce), community related factors (unemployment, low living standard, illegal video houses, camping life, undermining unskilled labor, and the ethnic group engaged in an unskilled labor), school related factors (management problems, lack of facilities, large class size, problem of teachers' personality and lack of teaching skills), peer group related factors (the influence of peer groups having low academic performances, low interest to learning, repeaters in classes and disturbing peace of the community), and students personal related factors (psychological health problems – self isolation, violence, hostile feelings, and giving up hopes). Advice and reprimand, convincing students the negative effect of misbehavior reinforcing good behavior by rewarding, offering guidance and counseling, services, increasing students' participation in co-curricular activities, suspension and dismissal from the school were the means that should be employed to prevent and/or minimize students' disciplinary problems in the schools.

CHAPTER – I. THE PROBLEM AND ITS APPROACH

1.1. Background of the study

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

To achieve this objective, besides the availability of necessary human, material and financial inputs, the school should establish and maintain good discipline among its members. To strengthen this, Regan (1960:148) states that without discipline, workers' knowledge, materials or other institutional inputs are to no avail. Yeager (1949:255) also suggests that "Within the school, discipline (control) is the 'governor' of that enterprise. Its smoothness and regularity is a means to the end that the progress of each pupil is achieved". Self disciplined group is a source of pride in any organization. With discipline success and without it chaos is certain (Stoops, 1981:85). Therefore, discipline is the number one topic in education. Besides teachers, parents, students and the public who directly or indirectly participate in education endeavor also place discipline as a top of their concern.

The reasons as Charles (1981:2) explained that, teachers place it there, because it affects learning; it affects their emotional lives; it outweighs all other factors combined in determining teachers' success. Parents place it there, because they want their children behave properly in school and relate well with others. Students placed it there, because they have a need for someone to urge them forward, and a calm environment within which to learn. The public place it there, because they fear disrespect, hostility, and lack of self-control among youth pose dire threats to democracy, personal safety and traditional freedom. This is not to mean that discipline is everything. It is only a small part of the teaching-learning task. But it is like the foundation of a house. Nothing can be built without it.

Now a day, however, students' disciplinary problems in many secondary schools are critical and growing from time to time to the worst. Regarding this problem Clark and Starr (1967), Kujoth (1970:182), discipline has been a problem for teachers. They still find maintaining good discipline is difficult. Most new teachers find it their major problem. Many experienced teachers are no less concerned with it. It is one of the causes for teachers' failing and living the profession. For most teachers, misbehavior means students' actions that disrupt, destroy, defy, hurt or infringe on others right. It includes such specific categories of acts as cruelty, disrespect, boisterousness, cheating, fighting, name calling, sarcasm, defiance, and apathy. Such misbehaviors reduce effectiveness and pleasure in teaching and learning and need to be suppressed or redirected (Charles, 1981:4).

In Ethiopian context, the case in point is of no exception. Hence, one of the various obstacles facing the education system is students' disciplinary problems particularly at secondary schools. (MOE, 1982 E.C, Argaw ,1995 E.C, Kassew 1989 E.C.). Thus, the teaching learning process is affected negatively.

Those problems are manifested in a variety of misconducts such as truancy, stealing, vandalism, cheating in examination, and fighting with teachers. There are two secondary schools in East Shewa zone in Oromia Regional State which are found within the vicinity of the two sugar factories, Wonji Sugar Factory and Matahara Sugar Factory. Both schools, Wonjii Secondary School and Merti Secondary School serve the children of the workers in these factories. Disciplinary problems of students in these schools, in the eyes of the student researcher, need close attention more than that of any other secondary schools in the zone. The student researcher can be a witness of the seriousness of disciplinary problems of students in Wonji secondary school based in his observation while he was working there. Among students' disciplinary problem, absenteeism, truancy, cheating on examinations, aggressiveness, disturbing in the class, insulting teachers, fighting with teachers (there were many instances in which teachers have stabbed by knife), forcing teachers to add marks, making trouble on girls (some female teachers also share this problem) are commonly and widely observed. Besides, students have been put on trial for their criminal acts and hence some of them are in prison. Moreover, the student researcher remember, that officials from zone education department reached to an agreement to close the schools to control and/or minimize the effects of students' disciplinary problems. All

the above descriptions show that disciplinary problems of students in these schools were so critical and hence the student researcher made his mind to study thoroughly the major root causes for the disciplinary problems of students in Wonji and Merti Secondary schools.

1.2. Statement of the Problem

A school cannot be left to chance operation because school life is the most powerful social medium in which the character and the whole personality of the pupils are shaped and developed (Mohiyuddin, 1952:6).

Therefore, the social purpose of education can be served only by planning this school life, which the individual, by living that life will become fit for full and effective participation in his adult life. To this end, the administration of rules and regulations with the maintenance of good order and discipline should be vested in the school management system (Yeager; 1949:252). This shows that for healthy social interaction and conducive working atmosphere in schools the existence of good order and discipline among members of the school is essential. The rules and regulations should be accepted and respected by all of the members of the school. According to Bossing (1944:15), the purpose of discipline is to help the individual to acquire knowledge, power, habits, interests and ideals which are designed for the well being of himself, his fellows and the society as a whole.

Thus, good discipline implies self-discipline on the part of the individual, based upon a decent respect for the rights of others. However, if we consider the reality of most secondary schools in Ethiopia, students do not behave according to the norms of the schools. Particularly, the case of students' disciplinary problems in Wonji and Merti Secondary Schools are so unique and challenging. On top of this, they are the major threatening factors to secondary education in the region. Therefore, the student researcher, made efforts to study the issue based on the following basic questions to be answered.

As to the views or perceptions of the school administrators, teachers and students in the schools under study:

1. What is the current condition of students' disciplinary problems in the schools?
2. What are the commonly observed students' disciplinary problems in the schools?
3. What are the problems created by these misbehavior students outside their school compound?
4. What are the home/family/, community, school, peer groups and students' personal characters-related factors that contribute for students' disciplinary problems in the school?
5. What mechanisms/interventions/should be employed to prevent and/or minimize students' disciplinary problems in the school?

1.3. Objectives of the Study

The objective of the study is to assess the current status of students' disciplinary problems in Merti and Wonji secondary schools to reach upon the possible root causes for discipline problems of students so as to forward helpful mechanisms/interventions/ to prevent and/or minimize the problems in the schools under consideration.

1.4. Significance of the Study

Among other things, maintaining good students discipline in schools is considered to be a necessary condition to facilitate the educational settings and promote the proper functioning of schools. Poor students' discipline on the other hand, could negatively affect the achievement of educational objectives. Therefore; this study is expected to have the following importance:

1. The recommendations forwarded based on the findings of the study would help to ease students' disciplinary problems and to facilitate the teaching – learning process at school level.
2. It would provide insights to teachers, school principals and other concerned bodies in identifying the causes and applying appropriate mechanisms to solve students' disciplinary problems in schools.

3. It would also provide information about the nature, and the major causes of students' disciplinary problems and the means to alleviate and/or minimize them for those who are interested to make further study on similar issues.

1.5. Delimitations of the Study

There are various factors that can contribute to students' disciplinary problems. They can be categorized under two broad groups. These are environmental and genetic (Kaplan 1986, Western 1996). Therefore, this study is delimited to only environmental factors by stressing on factors around the community, the home, the schools, peer groups and personal problem of the students.

In addition to this the study was delimited to only the two secondary schools, Wonji and Merti Secondary Schools, because the student researcher has acquired adequate information from his observation and Zonal Education Department that students' disciplinary problems in these schools have been so much problematic and challenging when compared to other secondary schools.

1.6. Limitations of the Study

The study of environmental factors that contribute to students' disciplinary problems in schools requires relevant information from all sources which are related to the issue such as, the family, the community, the peer groups, the school and the like using different types of instruments like interviews, questionnaires, observation e. t .c. But, with regard to this study, due to shortage of time and adequate finance the student researcher was forced to use the data only gathered from the school administrators, teachers and students in the schools under study through questionnaire only. On top of this, there were refusals of some teachers to fill in the questionnaire by the reasons unknown to the student researcher.

1.7. Methodology and Design of Procedures for the Study

1.7.1 Methodology

The purpose of this study is to assess the current status of students' disciplinary problems in Merti and Wonji secondary schools. The research methodology employed was descriptive survey method because it enables to conduct broad size studies which involved relatively large number of respondents. Therefore, to disclose the major causes for students' disciplinary problems by

describing the current actual conditions of the schools, the descriptive research method was felt relevant and appropriate.

1.7.2 The Sources of Data

The data was collected from different sources using questionnaire. These sources include:

A/ the school administrators (principals, v/principals, unit leaders, and counselors)

B/ Teachers C/ Students

Observation and statistical evidences have been used as major sources of data for the study.

1.7.3. Population and Sampling Techniques

1.7.3.1. Population

Merti and Wonji secondary schools are found in East Shewa Zone of Oromia Regional state. These schools are serving the children of workers of Metehara and Wonji sugar factories and the surrounding community. Both of these schools provide the first cycle (9-10) secondary education and different Technical and Vocational Education Trainings (TVET) to the students. Preparatory education is also given in Merti secondary school.

Table A below shows the total population of students, teachers, and school administrators from which sample of the study was selected

Table A. The total population of the study from which sample of the study selected

Name of School	Program	Students			Teachers			Administration		
		M	F	T	M	F	T	M	F	T
Wonji Secondary School	9-10	1316	1031	2347	35	1	36	6	-	6
	TVET	168	232	400	25	7	32	4	-	4
Merti Secondary School	9-10, Prep.	1123	965	2088	26	6	32	4	-	4
	TVET	273	185	458	19	5	24	4	-	4
Total		2880	2413	5293	105	19	124	18		18

Source: Woreda Education Office Document

1.7.3.2 Sampling Techniques

To collect relevant and detailed information the student researcher used stratified random sampling method to select samples from student population. Taking educational programs

provided in the schools (Grade 9, 10, preparatory and TVET) as strata of the students, 5.5% of them were included in the sample of the study. Male and Female respondents were calculated proportionally according to their ratio.

Besides, the researcher believed that teachers and administrators in these schools were those which have direct relation with the issue under the study and can provide relevant information. Thus, by availability sampling method all the available teachers (M= 105, F=19, T=124) and Administrators (M=18, F=0, T=18) were included in the sample.

Table B. Total samples for the study

Serial No	Respondent's type	Male	Female	Total
1	Teachers	105	19	124
2	Administrators	18	-	18
3	Students	158	133	291
Total		281	152	433

As indicated in Table B, there were 433 respondents in the sample of the study from which information was obtained.

1.7.4. Instrument and Procedures for Data collection

1.7.4.1. Instrument for Data Collection

For the purpose of data gathering, the researcher prepared similar questionnaire for all groups of sample respondents. The questionnaire was consisted eleven sets of items with closed –ended and a few of open-ended types. The first set of items of the questionnaire was related to bio-data of the respondents and the second one was about the current status of students' disciplinary problems in the schools. The third and the fourth sets of items of the questionnaire were about the types of students' disciplinary problems in and outside of the school compound. Similarly, to gather information about causes for students' disciplinary problems in schools which are related to the family, the community, the school, the teacher, the peer group and personal problems of students, appropriate items were included in the fifth to tenth sets of items of the questionnaire respectively. Furthermore, the eleventh set of items was included in the questionnaire to obtain data on the appropriate mechanisms that should be employed to prevent and/or minimize students' disciplinary problems in schools.

. The questionnaire was prepared in Amharic for better understanding and willingness of respondents particularly, students to provide information correctly.

1.7.4.2. Procedures for Data Collection

In assessing the extent of students' disciplinary problems in Merti and Wonji Secondary schools so as to identify the root causes for the problems, the following procedures of data collection were employed. First, to obtain relevant information about the total population of students teachers and administrators assessment of statistical documents was made. Second, relevant literatures were assessed to get information from what have been done in relation to the problem. Third, basic questions were formulated. Fourth, a questionnaire consisting eleven sets of questions with close-ended and a few open- ended items was prepared in Amharic as an instrument to gather data.

Before distributing the questionnaire to the potential sources of data, a pilot study on five teachers, two school administrators, and ten students selected purposely from Adama secondary school found in Nazareth/ Adama/ city. The purpose of the study was to check the appropriateness of items of the instrument and to make necessary corrections based on the constructive comments obtained from the respondents.

But, the feedback of the study did not show significant defects on the instrument except few spelling errors. Thus, only few improvements were made on the questionnaire. The results obtained from the pilot study were not included in the study. Finally, a total of 433 copies of the questionnaire were duplicated and distributed to sample teachers, school administrators, and students. Then, the questionnaire was filled in by 100 per cent of the school administrators, 83.3 per cent of the teachers, and 88 per cent of the students and returned.

1.7.5. Methods of Data Analysis

This was involved collecting back the distributed copies of the questionnaire and the process of tallying, structuring and systematically arranging the raw data collected from the field. Depending on the nature of the basic questions and the data collected frequency count and percentages were employed for data analysis and interpretation.

1.8. Definition of Terms

- Behavior:** The action or activities of an organism that is any thing that an organism does, including overt, physical, internal, physiological and emotional process (Good, 1973:58)
- Discipline:** The process or result of directing or subordinating immediate wishes, impulses or interests for the sake of an ideal or for the purpose of gaining more effective dependable action; a persistent active and self-directed pursuit considered course of action in the face of destruction, confusion and difficulty (Good, 1973:185-6).
- Disruptive behavior:** The disruption of lessons by pupils either deliberately or from emotional or behavioral difficulties (Lawton and Gordon, 1993:74).
- Guidance:** Guidance is the process of assisting a student to understand himself and the world about him and to gain knowledge of the implication of these understanding for progress- career development and personal fulfillment (Good, 1973:270).
- Misbehavior:** Non-conformity to rules and standards, such as antagonism, non-participation or over rebellion. (Hoult, 1977:369)
- School Discipline:** The school Discipline is the characteristics degree and kind of orderliness in a given school or the means by which that order is obtained, the maintenance conditions conducive for the efficient achievement of the school's functions (Good, 1973:186)
- Tardiness:** the act or state of being late: in school the term refers to pupil's failure to be in a prescribed place, ready to begin work at a prescribed time (Good, 1973:584).
- Truancy:** (1) deliberate absence from school on the part of the pupil without the knowledge and consent of the parent; (2) Absence of pupil from school for which no reasonable or acceptable excuse is given (this latter concept broadens the definition considerably and makes it synonymous with an excused absence) Good (1973:625).

1.9. Organization of the Study

The research report has been organized in four chapters. The first chapter was dealt with the problems and its approach, the second chapter covered review of the related literatures, the third chapter presented the analysis and interpretation of data and the fourth chapter disclosed summary, conclusions and recommendations. Finally list of reference materials were indicated in bibliography and papers containing important information were annexed in appendices.

CHAPTER - II Review of the related literature

This chapter discusses about the concepts of discipline the causes of students disciplinary problems related to environmental factors, such as family, the community, the school, and peer groups.. In addition to this, the strategies both preventives and curatives that are helpful to control students disciplinary problems will be reviewed.

2.1. The Concepts of Discipline

2.1.1. Definition of Discipline

Brown and Phelps (1961:116) have identified four definitions of discipline that have significance to school or classroom, although, one of these is rarely if ever utilized. These are:

- a) 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.
- b) Persistent, active, and self-directed pursuit of some selected course of action even in the face of obstacles or destructions.
- c) Direct authoritative control of pupil behavior through punishments and/or rewards.
- d) Negatively, any restraint of impulses, frequently through distasteful or painful means.

Regarding the explanation of these definitions (Brown and Phelps, 1961:116) put that the first two definitions apply to the learner as activity agent and the second two definitions make the learner the recipient of the action. These latter two definitions imply or suggest inhibition and restraint. Thus, discipline would seem that it is both an active purposeful dynamic thing which impels one to take action and an inhibiting force which prevents action by making the results of the action painful. The first two definitions carry connotations, which fit the classroom situations and the third one, suggested that only occasionally should a teacher forced to use "the direct, authoritative control of behavior" or to apply the fourth "any restraint of impulses frequently through painful means"

2.1.2. Authoritarian Approach to Discipline

The word discipline in various fields is in ordinary parlance used and individuals are, so to say, disciplined in different ways by making them to follow certain rules for specific mode of conduct.

For instance a soldier is disciplined for military purpose with specific training in the use of arm, and physical exercises and drills so as to fit in mind and body for the needed purpose. Military discipline thus means being ever ready for fighting the enemy to defend the country by unquestioning obedience to the commands of his superiors. In other words, it means an implicit compliance with orders under all conditions (Brown and Phelps, 1961:116; Shankar, 1989:436).

The religious missionaries such as monks and nuns in monastic system are disciplined/trained/in a specific order by making them to follow some rigorous rule of conduct, study and the performance of rituals (Shankar, 1989:436).

The disciplining of mind by rigorous study of Classics such as, Latin, Greek, Mathematics, Grammar, etc..., in formal instructions has also been practiced since olden times. Such intellectual discipline has given another meaning to the term discipline different from discipline of soldiers and monks or nuns for a specific purpose (Shankar, 1989:436). But, the word discipline had had wider significance and has been used more often in the field of education. Discipline is a word derived from the Latin root *disciples* meaning disciple – one who learns (pupil). Thus, discipline literally means the process of learning and training for some specific end. The disciple submits himself voluntarily to the preceptor (teacher) to have restraints, which he knows will be good for his specific objectives (Yeager, 1949:251; Kujoth, 1970:127).

Alexander and Halveson (1956:160) and Hoover and Hollingsworth, (1970:311) also described that discipline – control of behavior - from the standpoint of word derivation is closely related to teaching and learning. It is true that the earlier or traditional concepts of learning were associated with pain, difficulty, defeat, and chastisement. Such a discipline in schools is known as Authoritarian discipline. With regard of this concept, Yeager (1949:253) indicated that:

Prussian traditions coupled with the idea that congenital evil best be conquered by the rod applied to the boy's back anticipated many weird disciplinary techniques in the schoolroom. The hickory switch, the dunce cap, the placard proclaiming "The lazy boy" and smacking the palm of the hand with a ruler were examples of puritanical severity... Boys were placed under the teacher's desk in the corner on benches, and even compelled to stand on one leg or their heads for considerable periods for infractions of posted rules.

Similarly Shankar (1989:436-37) also stated the same issue that in the middle or dark ages Egyptians and Jews were used the rod as a means of disciplining students in the schools in rather

stiffer manner. In the pre-Victorian and even to some extent in the post-Victorian era in Europe discipline required obedience and this was secured by a good teacher (a good disciplinarian- who could wield authority to compel submission with the help of a rod or whip.

Ayalew (1996:199-203) expressed that in Ethiopian Church and Koran schools too, the students have to obey their teachers implicitly. Teachers have total power over their students and thus, students are obliged to render services to their teachers such as cutting and splitting fire wood buying supplies from market and servicing as a messenger boy. Any deviation from these norms is considered as a major breach of discipline, which entails severe punishment using long sticks or whips. This corporal punishment is administered not only for the breach of regulation, but also for poor academic performance since they have not understood the psychology of individual differences.

Unfortunately, these practices (corporal punishment) of traditional schools have also been carried over to modern schools of Ethiopia. That is why in many government and public schools one can see principals, assistant principals, unit leaders, and guards with a cane, stick or whip. It is common to observe guards whipping students who are latecomers at school gates. Teachers also administer all sorts of physical punishment such as slapping, whipping, pinching, for the slightest provocation in classrooms.

Parents side teachers because they have been conditioned to accept physical pain as a normal means of socializing children. Children also do not complain at home for their punishment at school. Though, there is no legal or pedagogical ground for application of corporal punishment in schools many people believe that it is good for shaping the future of the children and thus some even go to the extent of quoting from the Bible (Proverb, 13:24; 19:18; 22:15) in favor of corporal punishment.

2.1.3. Newer Concepts of Discipline

2.1.3.1 Laissez Faire Approach to Discipline

There was a revolt against the cruel and authoritarian discipline of children in schools led by a number of educationalists and writers. Shankar (1989:438) cited some of the views of these writers. For instance, Rousseau (1712-1778) cried as "O man! Be human. Love the child encourages its sport, its pleasures, and its amiable instincts. The child is an organic growth; it is

developing from within” this statement indicates that the external control (corporal punishment) applied on children has negative effects on their education. During the last decade of 19th Century, Martin Luther – the founder of Protestant faith rose revolt against these abominable practices and said that “The teacher of that age only knew how to beat and torment his pupils and the schools were nothing but so many dungeons and teachers were tyrants and jailors”.

Similarly Froebel, cited in Shankar(1989), an educationalist insisted on taking care of the child’s interest and his growing capacities for his education, which undermined the artificial external and formal control by authority, and the force of the teacher. “Children were to be treated like growing plants and the teachers should look upon himself as a gardener who would look after their growth with benevolent care by providing them the essential ingredient for their growth instead of smashing them with a rod.

Montessori , cited in Shankar(1989), also thought that left to themselves under the supervision of the teacher or “*directive*” to go their own way at their own speed, to choose their own task and to be their own critics, the little children acquire initiative self-reliance and power of concentration. They learn self-respect and respect for others and become more serious, purposeful and industrious than children taught by traditional methods where the teacher functions as a lawgiver.

Thus, of these progressive views on education of the child challenged the older educational traditions and authority of parents and teachers. Hence, these views brought out the importance of entrusting school studies more to children themselves who were to make progress at their own optimal speed.

Some of the proponents of self expression and freedom for child view was based on Rousseau’s idea that the child was born free and be left to himself to develop rightly, and on the hint from Montessori that children should be left to themselves without being interfered with by teachers, advocated what is known as “Laissez Faire Approach” to education and school discipline.

As Shankar (1989:439) expressed that the enthusiasts of Laissez faire approach to discipline overshot the mark and the pendulum swung too far and policy of “do as you please” was advocated. People like A. S. Nail gave children complete freedom in the school. They allowed to do as they liked and to come to the school if and when they chose and followed the course of study or activities according to their own desires (wishes).

As a result of such complete freedom of youngsters led to chaotic condition. Shankar continuing his explanation on the freedom of child by citing D. H. Lawrence, that there is no such thing as absolute freedom and unqualified self-expression. Nature also limits our freedom. In a society the existence of social barriers is natural. They can not all be destroyed and broken. If an individual wishes to be rarely human, he can not possibly lose his social moorings. If one has his social roots dug out by breaking all the barriers, he will be like the up-rooted tree on the roadside, which has to decay, and dies (Yeager, 1949:255).

Therefore, in school life the range of freedom can not be wider than in the outer world. The child is immature, ignorant, weak, and helpless and has to look to the superior for guidance, encouragement, and help. He has desires, impulses, and passions, which can ruin him unless be controlled. This type of control is to be learnt by him with the help of the benevolent elders, in particular, teachers in the school. Thus, it will be dangerous to ignore the place of the teacher in the realm of conduct and intellect. Teaching must have a definite place and the teacher cannot be replaced by a cipher. Reducing the teacher to a nonentity is as harmful and dangerous as making him a despot with a cane in hand to rule his kingdom of the school (Clark and Starr, 1967:74; Shankar, 1989:439).

Freedom in modern classroom, as Brown and Phelps (1961:272) commented against the complete freedom of child's learning of the Laissez Fair approach, should always be a disciplined freedom. A child's obligations are obligations, nothing else. But, as with an adult, he has freedom within the bounds of the obligation. The modern classroom never neglects the opportunity of making the child a responsible person. It teaches and practices that responsibility and freedom, like responsibility and authority, must be found together. Thus, if a child is to have freedom, he must be taught to accept the responsibility, which goes with it. Freedom with no responsibility tends to be freedom without discipline. "A school may be child-centered but never be child-directed". To direct, encourage and clarify the child's learning is the responsibility of his teachers. William Chandler Bugley cited in Brown and Phelps (1961:273) expressed the case in point clearly as follows:

Public education is between two fires. On the one side, it is tempted by the soft sentimentalism of the extreme freedom theory; on the other side, it is assailed by the hard materialism, which stigmatizes the budgets for public education as sanctified squander..... From between these opposing forces of soft sentimentalisms and hard materialism we can

climb to a new plane the plane of virile, practiced and dynamic idealism. The only kind of freedom that is thinkable today is disciplined freedom. We can not build our democratic structure on the shifting sands of soft pedagogy. There must be iron in the blood of education and lime in the bone. In the individual, as in the race, true freedom is always a conquest, never a gift. For a motto of an educational theory meets for the needs of democracy in an increasingly industrialized civilization, I propose the phrase, "Through discipline to freedom".

Fagan, Long and Stevens, (1975:17) also pointed their disagreement that schools are inherently oppressive. That means they rejected both alternatives – rigid control or total anarchy- believing that authority can be applied toward the creation of freedom from threat and freedom of choice that means authority can encourage self-expression and responsible choice, just as it can demand obedience and conformity. Therefore, both authoritarian and Laissez Faire approaches to discipline in schools are erroneous.

2.1.3.2. Democratic Approach to Discipline

The concept of democratic approach has been introduced to the modern schoolrooms in which the teacher and the child are partners and co-workers.

The central value of democracy, as Hoover (1961:10) noted, is respect for individual. In school it is through our activities and behavior that we communicate this respect. The Democratic approach gives opportunities for the pupils to become more free, responsive and cooperative, and confidence in their work. As to the concept of democratic approach, the object of discipline in school is to train the child in those virtues, sentiments and habits, which fit him to be a good citizen so that he loves and does things which society values most and without which society disintegrates.

It allows the child to learn the lessons of self-control /self-discipline/ in their own interests and in the interest of others. Self-discipline is acquired by proper assumption of responsibility by the youth who has to be controlled wisely by democratic leadership of the teacher in a democratic atmosphere of school.

In connection to this, Shankar (1989:441) pointed that for proper intellectual, emotional and social development of the child, the social atmosphere, which teachers create in the class, is the important determinant. Only under the permissive, integrative or democratic approach on the part

of the teacher, children are helped to acquire responsibility, self-confidence and control on their needs, and emotions to have proper discipline or true discipline.

2.2. The Importance of Good Discipline

Charles (1981:16) explained the need for good discipline in schools by comparing it with laws. In his statement, he asserted that to ask why we need discipline is almost the same as asking why we need laws and law enforcement. This is because; people rarely say anything good about the law. Many of us see it as a blunting our freedoms, as thwarting our innocent intentions. However, we are sure it is necessary for everyone else because we would have utter chaos if it weren't enforced. In many ways discipline is similar to law. The major reasons for its importance are:

i. Discipline is expected

Parents, teachers, students, administrators and the public in general agree that schools need discipline besides learning; it is the one that everybody expects and wants. Discipline helps to have many good things to happen. But even if it didn't the fact is this – people want teachers to control their classes. Otherwise, the teachers are considered as failures.

ii. Discipline facilitates learning

Man has an incredible capacity to learn. Hence, he can learn under any circumstances, at any time! Though it is almost impossible to keep from learning, many kinds of learning require close attention and continuous effort. This is especially of the learning stressed in school, which needs peaceful surroundings, purposeful direction and adequate time to think and act. These conditions can be maintained when only adequate discipline is effected in schools where disruptions are frequent, noise is at the threshold of pain and students roam about as they please.

iii. Discipline fosters socialization

The process of acquiring the values, beliefs, norms and behaviors of the social groups to which one belongs is called socialization. It includes learning the best of human relations which characterized by friendliness, giving attention, showing appreciations, helping and supporting. Human relations are codified to a certain degree in etiquette and manners which are among the most important things we can teach people. Etiquette and manners provide security in knowing approved ways of acting and help convey that important, good first impression.

iv. Discipline permits Democracy

Democracy is a way of life and a form of government as well. In democracy we enjoy the greatest freedom, prosperity and equal status under the law and at the polls. In the exchange of these benefits it requires that all opinions be heard, everyone has equal opportunity and everyone live by the same code or law. John Dewey, the great American philosopher, cited in Charles(1981:16), asserted that the unique potential of schools as a training grounds for democracy by providing the best opportunity to practice equality, free exchange of ideas, initiatives, responsibility, leadership, follower ship and group endeavor. As to Dewey's point of view, since discipline is needed for effective group work, individuals must abide by group laws. Individualism is fine and to be prized. But it must not trample on the rights of others. Discipline is what allows individual excellence within group laws.

v. Discipline is needed psychologically

As Charles (1981:17) indicated, the interesting fact which psychologists and sociologists have discovered is that people need discipline for their own personal sense of well-being. Thus, most juvenile deviants and offenders wanted someone who cared about them to lay down the law and make them stick to it. It is true that they also wanted warmth, compassion and understanding along with the basic boundaries of right and wrong needed to be designated and enforced.

Discipline in schools provides students those boundaries by enforcing compliance with reasonable rules. It results in students' security that comes with firm knowledge of standards, reduction of threats and recognition that others expect the best from them. When one seeks for personal freedom and latitude of action, he, at the same time, has to know the limits beyond which not to go. Thus, good discipline in schools enables students to know that the teachers care enough about them and help them stay on the good side of the lines.

vi. Discipline brings joy

Perhaps, to say discipline brings joy seems contradictory. After all, one may ask that how can I am happy when some one makes me to do what I don't want to do. As with psychological need, here is another interesting fact of human nature. Most of the time, many of us need someone to force us to do what we really wish we would do by ourselves. Charles (1981:18) illustrated this issue by the following examples.

2.3. Why is Discipline Difficult?

We have considered that all the fine effects of discipline and recognized that every-body agrees the basic importance of discipline. But, one probably wonders, “Why in the world is discipline difficult?” According to the explanation of Charles (1981:19), the answer for the question has a lot to do with human nature. His statement, “Our personal angels and devils never stop feuding over us. Our secret hearts don’t talk without public minds”, shows the hidden aspect of human nature. Continuing his discussion Charles pointed (mentioned) four inescapable facts of human nature, which cause discipline difficult. These are:

a) We are resisting doing what others try to make us do.

No matter how important the goals, how big the ultimate payoff, even if it’s something we like to do, our hackles rise just a bit when we are forced to do it. Discipline forces students to do certain things and behave in certain ways. Though, everyone knows its importance since it involves coercion, the built-in resistance rises against it.

b) It is fashionable to denigrate authority

People in positions of power get their names and fame thoroughly sullied. For instance, think how teachers talk about their administrators, how college students refer to their professors. Discipline and control interweave inextricably with authority. The disenchantment with authority figures adds to the burden of discipline.

c) Individuals have differing needs, values, interests and abilities.

These differences are highly significant so that it is impossible to implement any system of discipline that will even come close to suiting every student. Why not individualize discipline, you ask, just as one individualizes instruction? We can do that, but only under a limited degree. If there is anything students insist on, it’s that teachers treat every student the same. They don’t want to see anyone be the favorite, get too much special attention, or get away with breaking rules. They do not give a hoot about others’ special needs. They want everybody to be treated alike, unless of course they themselves are getting the special treatment.

d) As students get older, they must undergo psychological weaning

It is known that when kids move toward adolescence, they begin to act differently to adults, i.e. from hero worship to passionate crushes. In other words they begin to develop love-hate attitudes.

This perfectly natural normal process distresses parents greatly and also bothers teachers. Sooner or later all of us develop our psychological independence hence we cannot be dependent on adults forever. But, the transition is a rocky one characterized by storm and strife. Students seem schizoid hence they look up to adults and at the same time they reject them. Discipline is naturally affected by a rejection of adults. Adults impose discipline and students reject both of them together. Some do it secretly in their heart of hearts while others are blatantly up front about it. However, most adolescent students still comply with rules and classroom control. Some do so willingly, others grudgingly, and a few occasionally or not at all.

To summarize, it is fairly difficult for teachers, especially beginning teachers, to implement and maintain good discipline in classroom at an optimal level. The reasons for this difficulty lie in the facts of human nature, which include our drive to explore our eagerness to imitate others, our continuing search for acceptance or desire to protect our self concept and our natural resentment toward other peoples' telling us what to do. Fortunately teachers' knowledge about student traits, interests, and abilities help them to control and channel students' behavior. Teachers should never be reluctant to discipline since it is the key to learning sanity, and joy in the classroom.

2.4 Types of Students Disciplinary Problems

The maintenance of control may be said to be the first responsibility of a principal in his school and a teacher in his classroom. Students' disciplinary problems are offences against the established order of schools. Offences, as to Yeager's (1949:257) definition, are those acts, which disturb or interfere with any classroom or school procedure and throw off balance the control aspect of the school. These offences or misbehaviors have classified into three categories (Pitman, 1985) based on his case study cited in Weinstein and Mignano (1997:104). In the first category were minor misbehaviors/offenses, noisiness, wondering, daydreaming, inattentiveness, and etc. The second category consisted of behaviors considered more serious- arguing, fussing, acting, boisterously, tattling, failing to respond to a group directive etc. In the third category were behaviors that never tolerated stealing, intentionally hurting someone, (fighting) destroying property (vandalism) etc. Charles (1981:4), Brown and Phelps (1961:120), Alexander and Halverson (1956:167) also enumerated typical classroom or school offenses or misbehaviors of students, which are commonly observed in classrooms, in school compounds, and outside school compounds on the way going to and coming from schools. These are:

Whispering while the teacher is explaining

- Eating during the school period
- Gum-chewing
- Throwing any thing
- Passing notes to friends frequently
- Irritating other children (the teacher)
- Showing off
- Talking back
- Impudence
- Forgetful violation of regulations
- Defiance
- Cheating
- Inattentiveness
- Crowding and pushing

- Tardiness
- Slamming doors
- Deliberate destruction of school property (vandalism)
- Rudeness
- Discourtesy
- Truancy
- Impertinence
- Lying
- Giggling
- Carelessness in work
- Obscenity
- Profanity and etc.

They also indicated that minor classroom offenses are irritating but in the main are not serious by themselves but if uncontrolled, however, they may develop in to behavior patterns which lead to more serious offences. Minor offences of school life are originated in classrooms and more serious offences are originated in playground, toilet rooms, locker rooms, and on the way going to and coming from schools.

With regard to Ethiopian schools (Ayalew ,1996:209) reported 15 types of disciplinary problems in junior and senior secondary schools based on the results of his study entitled “School Discipline and Corporal Punishment in Ethiopian Schools”. They are listed below according to the rank order of their seriousness from high to low.

- | | |
|----------------------------------|--|
| 1. Not doing homework | 8. Telling lies |
| 2. Cheating in examination | 9. Property damage /vandalism |
| 3. Tardiness/late coming | 10. Fraud |
| 4. Truancy/absence | 11. Fighting among students |
| 5. Jumping over the fence | 12. Bad habits e.g. smoking, getting drunk |
| 6. Lack of interest in education | 13. Insulting/attacking teachers |
| 7. Poor classroom participation | 14. Profanity |
| | 15. Theft |

2.5. Factors / Variables/ Responsible for Students' Disciplinary Problems in Schools

Heredity (nature) and environment (nurture) are the two main factors responsible for the development of human behaviors. Genes, the building blocks of heredity, are the bio-chemical materials that regulate the development of traits (Rathus, 1988). According to Santrock (1998:82-97) genetic influences, or biological transmission of traits from one generation to another, play a significant role in determination of human traits. Our inherited structures at once make our behaviors possible and place limits on them. The sets of traits that we inherit from our parents are known as genotypes. But, none of us we appear is the result of heredity, or genotype only.

It turns out that heredity provides the biological bases for a reaction range in the expression of traits. A reaction range is the variability in the expression of inherited traits as they are influenced by environmental factors. Our inherited traits can vary in expression depending upon environmental conditions. In addition to inheritance, the expression of our traits is also influenced by nutrition, learning, exercise, and unfortunately – accident and illness. Our actual sets of characteristics at any point in time are referred to as our phenotype, the product of genetic and environmental factors (community, family, school, peers, media, culture, etc).

Developmentalists attempt to sort out the role of heredity, (nature) and environmental influences (nurture) in the development of various structures and behavior patterns. They are interested in the role of nature and nurture in both physical development and psychological, abnormal behaviors like anxiety and mood disorders, and social problems such as sociopathy.

However, based on research findings, Rathus (1988:89) indicated that genetic influences are not only a factor in physical traits such as height, race and the color of the eyes, but also in personality traits such as extroversion – “a personality trait characterized by sociability and impulsivity neuroticism – a personality trait characterized by anxiety and emotional instability, Shyness, dominance, aggressiveness, and criminal behavior.” In general sense, it can be argued that all behavior reflects the interaction of nature and nurture. All organisms inherit a range of structures that set the stage for certain behaviors. Yet, environmental influences such as nutrition, and learning figure in as to whether potential behavior will be displayed. Thus, heredity and environment operate together to produce a child's physical and personality traits, “without genes, there is no child; without environment, there is no child” Sclur and Neinberg cited in Santrock (1988:96). Even though heredity has its own influence

on personality development, this study is focused only on the major environmental factors, which contribute to students' disciplinary problems in secondary schools and are discussed in the following sub units.

2.5.1. Home/Family/ Environment Related Factors for Students' Disciplinary Problems in Schools

According to Yeager's (1949:338) description, nothing human is older than family. The home became a biological necessity without which mankind would have disappeared from the earth. The young could scarcely have survived the protecting care of the parents, who have always the means of sustenance and physical growth. During the lengthy period of infancy and social helplessness the responsibilities of the home have been essential to race survival. Thus the family is the most significant agent of socialization. A young child's first contact with the social world is through the eyes, beliefs, and understandings of parents. Family members including older siblings are familiar with the surrounding culture and impart to children the accepted way of thinking, feeling, and acting. From the first day of life, the child's personality begins to develop here. The home has been looked upon as the chief source of moral training. The family largely determines the child's place in society by bestowing various ascribed status-social position, such as those linked to ethnicity, race, social class, and placement within the family (first born, youngest, oldest... etc) over which the child has no control. These ascribed characteristics significantly affect the child's life and sense of self, including how others respond to it. The social characteristics limit the opportunities the child has in life (Levinin and Havighurst, 1992:107).

The family also orchestrates the transmission to children of sentiments, such as love, honesty, idealism and integrity. A young child learns to respect, begins to understand the value of sharing and expressing thoughts, and eventually comes to self discipline (Yeager, 1949:374). Thus, it is clearly seen that the family serves as a critical agent of socialization –“ a process by which children are guided in to socially acceptable behavior patterns”(Rathus, 1988:599).

Therefore, the outcomes of socialization of children related to home environment are greatly dependent on parenting styles, family size, birth order, siblings, and changes in a family structure such as divorce, which is the major cause for the existence of single-parent families. The following sub units thus present explanations on the effects of each of the above mentioned family related factors on the personality development of children.

2.5.1.1. The Effects of Parenting Styles

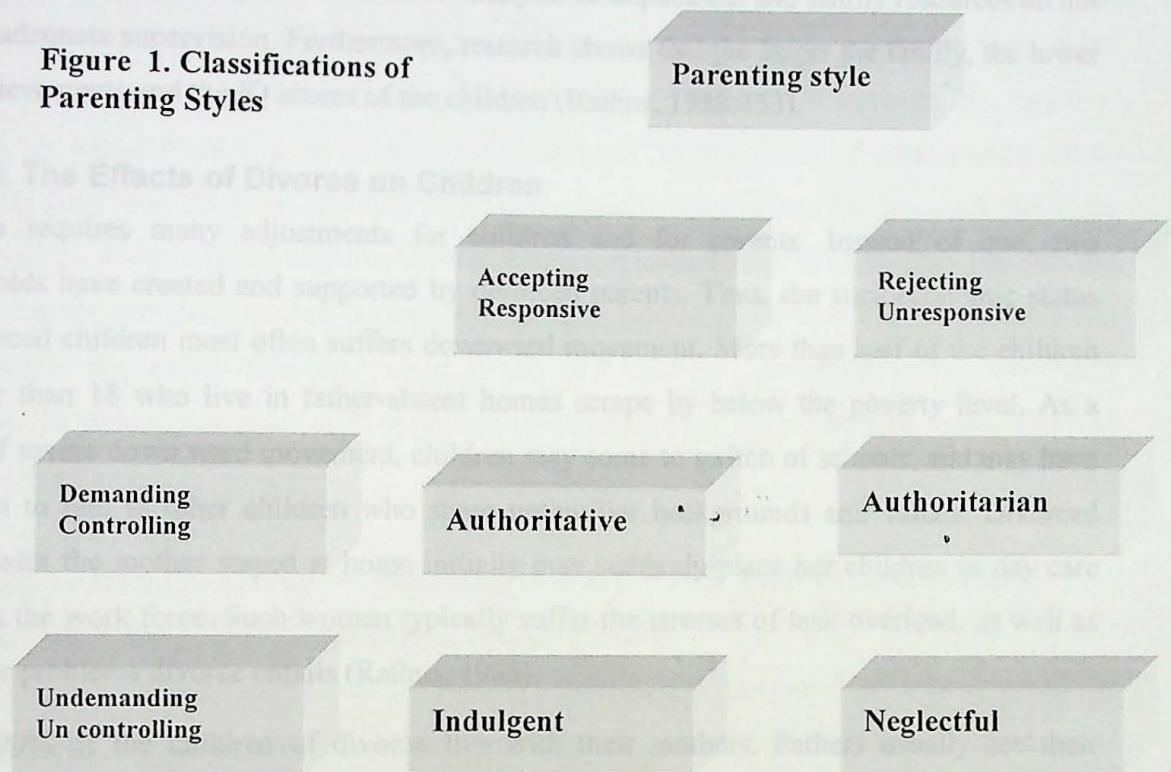
Parents want their children to grow in to socially mature individuals and they may feel frustrated in trying to discover the best way to accomplish this. As stated in Santrock (1998:478), developmentalists have long searched for the ingredients of parenting that promote competent social development in children. The one which has wide spread acceptance is the view of Diana Baumrind, who believes parents should be neither punitive nor aloof, but should instead develop rules and be affectionate with them. She emphasizes three types of parenting style, which are related to different aspects of social behavior of the child, namely authoritarian, authoritative, and laissez-faire (permissive). But more recently developmentalists have argued that permissive parenting style comes in two forms: indulgent and neglectful (Maccoby and Martin, 1983).

What are these forms of parenting like? Santrock (1998:479) has described each of the parenting style as follows:

- i. **Authoritarian parenting** is “a restrictive, punitive style in which the parent exhorts the child to follow their directions and to respect work and effort. The authoritarian parent places firm limits and controls on the child and allows little verbal exchange. It is associated with children’s social incompetence”. Children of authoritarian parents are often anxious about social comparison, fail to initiate activity, and have poor communication skills. Children of authoritarian parents also tend to be conflicted and irritable. They are less friendly and spontaneous in their social interaction (Maccoby and Martin, 1983).
- ii. **Authoritative parenting** is “a style in which the parents encourage children to be independent but still place limits and controls on their actions. Extensive verbal give- and- take is allowed and parents are warm and nurturant toward the child. It is associated with children’s social competence”. Children whose parents are authoritative are socially competent, self reliant, and socially responsible.
- iii. **Indulgent parenting** is” a style of parenting in which parents are highly involved with their children, but place few demands or controls on them. Indulgent parenting is associated with children social incompetence, especially a lack of self control”. Children of indulgent parents never learn to control their own behavior, because their parents let them do what they want. Children whose parents are indulgent rarely learn respect for others and have difficulty of controlling their behavior.

- iv. **Neglectful parenting** is” a style of parenting in which the parents are uninvolved in the child’s life; it is associated with children’s social incompetence, especially lack of self control”. Children have a strong need for their parents to care about them. They develop the sense that the aspects of their parents’ lives are more important than they are. They are also socially incompetent- they show poor self control. The children of neglectful parents are frequently impulsive, moody, and aggressive. As infants they frequently show insecure patterns of attachment (Egeland and Sroufe, 1981). In adolescence lack of parental monitoring is often linked to delinquency and poor academic performance (Rathus, 1988)

Figure 1. Classifications of Parenting Styles



Adopted from: Santrock, John W. (1998). *Child Development*. Boston: McGraw-Hill Comp. Inc, pp 480.

The four types of parenting styles (Authoritative, Authoritarian, Indulgent, and Neglectful) involve the dimensions of acceptance and responsiveness, on the one hand, and demandingness and control on the other.

2.5.1.2. The effects of family size

As families grow larger, the problems among parents, children, and siblings become magnified. Major changes occur in the ways parents relate to their children. When new babies come in to the home, mothers usually pay relatively more attention to them (Bryant and

Crockenberg, 1980). Parents can not pay each child as much attention, perhaps for this reason, disciplinary methods become less inductive and more power-assertive (physical punishment) (Natal and Natal cited in Rathus, 1988:452), which consequently encourages violent attitude and behavior both in childhood and later life of the children (Ayalew, 1996).

Children in large families are not supervised as closely and become less dependent on their parents at earlier ages. However, their "independence" does not also spell achievement motivation and hence, as a group, children from larger families do not perform as well in school. This becomes worst for children of large families in lower class social structure because children in such families are more likely to be unplanned, and family resources do not permit adequate supervision. Furthermore, research shows that the larger the family, the lower the achievements and the IQ scores of the children (Rathus, 1988:453).

2.5.1.3. The Effects of Divorce on Children

Divorce requires many adjustments for children and for parents. Instead of one, two households have created and supported by divorced parents. Thus, the socioeconomic status of divorced children most often suffers downward movement. More than half of the children younger than 18 who live in father-absent homes scrape by below the poverty level. As a result of severe downward movement, children may come to switch of schools, and may have to begin to rate to other children who share unfamiliar backgrounds and values. Divorced family with the mother stayed at home initially may suddenly place her children in day care and join the work force. Such women typically suffer the stresses of task overload, as well as the other problems divorce entails (Rathus, 1988).

About 90% of the children of divorce live with their mothers. Fathers usually see their children frequently during the first months after the divorce; visitation often drops precipitously later on. In addition, about two-thirds of fathers do not keep up with their child support payments exacerbating the families' downward trend in socioeconomic status (Clingempil and Repucci, 1982).

Researchers attribute children's problems not only to the divorce, but also to a decline in the quality of child rearing that frequently follows. The organization of family life tends to deteriorate after divorce. Children are less likely to get to school on time or to get to sleep at a regular hour. It is also more difficult for single mothers to set limits and enforce restrictions on sons' behavior (Santrock et. al., 1982).

The Hetherington et. al., cited in Rathus (1988), found that divorced parents, on the whole, are significantly less likely to show the authoritative behavior that foster instrumental competence – “the capacity to manipulate the environment to achieve desired ends”. They make fewer demands for mature behavior, decline in communication ability, and show less nurturance and warmth. Moreover their disciplinary methods become inconsistent. Not only do their children believe that they “can get away with more”, they also come to conceptualize their worlds as unstructured places. Consequently, their anxiety levels increase.

Evaluations of children and adolescents 6 years after the divorce of their parents by developmental psychologist, E. M. Hetherington, cited in Santrock, (1988) also revealed that living in non-remarried mother-custody home had long-term negative effects on boys, with deleterious outcomes appearing consistently from kindergarten to adolescence. No negative effects on preadolescent girls were found. However, at the onset of adolescence, early maturing girls from divorced families, spent more time in areas of recreation center that were populated by males and showed increased heterosexual interest and involvement. Perhaps the girls from the divorced families felt rejected by their fathers’ departures and were attempting to prove to themselves that they could arouse and hold the interest of males. They also engaged in frequent conflict with their mothers, behaved in non-compliant ways, and had lower self-esteem.

2.5.2. Community – Related Factors for Students’ Disciplinary Problems in Schools

The statement of Dahlke (1958:87); “Man is a community dweller. The isolated man, the isolated family, if not a fiction, would be a social abnormality,” manifests that man is a social being in his nature. Man and family, living their history, do so with others, bounded in a locality they call community. “Community is an objective order of functions, things, and persons; it is a social and cultural fact, a design for living.” Communities are formed when the varying interests of families and individuals merge. In a community there is a certain activity area embracing functions of protection, culture and basic service institutions, consciousness in local unity and participation in religion, education, business, policies, social life, and other activities common to all. Withal there is a characterizing homogeneity and what might be designated as community spirit. Family relationships, common rejoicings and sorrows, church and political affiliations, the patterns in business life, social and fraternal alignments are some of the expressions of community life. Communities can be identified as large and small,

urban, suburban, and rural, closely or loosely organized, settled or mobile, rich and poor etc. (Yeager, 1949:380). Communities also categorized in to social classes or socioeconomic status (SES) - "a grouping of people with similar occupational, educational and economic characteristic" (Santrock, 1998:580). It is evident that certain inequalities are manifested in socioeconomic status. As Santrock indicated, members of communities / society generally have:

- i) Occupations that vary in prestige and some individuals have access to occupations higher in status than others have access to;
- ii) Different levels of educational attainment and some individuals have access to better education than others have access to;
- iii) Different economic resources; and
- iv) Different levels of power to influence community institutions.

These differences in the ability to control resources and to reap community's rewards produce unequal opportunities for children and their parents.

The number of visibly different social classes depends on the size and complexity of community. According to Levine and Havighurt (1992:6), in most investigators descriptions of social classes, two to five categories are used. In a five class structure, Upper, Upper-middle, Lower-middle, Upper-lower, and Lower-lower classes are delineated. In a two-class structure, Middle and Lower classes are differentiated. Sometimes the terms used for "Lower class" are working class, blue collar, or low income. Sometimes the terms used for "Middle-class" are managerial class, white collar, or middle income.

Example of lower-class occupations are factory workers, manual laborer, welfare recipient, and maintenance worker; example of "Middle-class" occupations are salesperson, manager, and professional (doctor, lawyer, teacher, accountant, etc. (Santrock, 1998:581).

In recent years, the sixth class called underclass has been identified at the very bottom of the class structure. As the term implies it is characterized by the lowest status and most depressed segment of the lower working-class. People in this class are segment of the lower working class. People in this class are suffered from social problems associated with unemployment, drug use, delinquency, dropping out of school, teenage pregnancy, and violent crime.

The environments in which concentrated poverty neighborhood underclass communities live are for adults and even worse for children and adolescents who normally can not choose where they live and who are especially likely to be influenced by the patterns of behavior that

are commonplace in their communities (Mincy, Sawhill and Wolf cited in Levine and Havighurt, 1992). Like their parents, children and adolescents from low-income backgrounds are at high risk for experiencing of mental health problems. Social mal-adaptation and psychological problems such as depression, low self-confidence, peer conflict, and juvenile delinquency are more prevalent among poor adolescents than among economically well adolescents (Santrock, 1998:580). All these indicate how social class differences influence members of the community identified in the very bottom of the class structure. Clark and Starr (1967:75) also expressed his view how community environment – related factors affect students discipline in schools based on his observation of the objective reality that exists in a community as follows:

In an area where crime, sex irregularities, drunkenness, drug addiction, barroom fights, and knifings are common, it would naïve to expect students to rise overnight to the prim middle-class mores of ordinary school and schoolteacher. For youths from such areas achieving acceptable standards of behavior can be a long, hard process.

According to Yeager (1949:381), there are forces, which have strong influences on the members of society individuals, families, and communities causing social disorganization. Whenever the disorganizing forces exceed those making for stability and harmony, social problems arise. Their intensity seems to directly relate to the competencies of individuals and group adjustment at various stages of the reorganization process.

The disorganizing forces effects on individuals result in personal disorganization such as juvenile delinquency, crime in all of its manifestations, insanity, prostitution, drunkenness, suicide, and mobility. Family disorganization is indicated by such factors as family disintegration in any form, illegitimacy, venereal diseases and changing moral standards. Community disorganization is also best illustrated by poverty, irregular school attendance, unemployment, political or social vice, and crime. It is quite likely that these factors are interrelated, many among contained in all three groups.

All these social evils are partly the outcomes of activities in commercialized recreation centers such as roadhouses, nightclubs, and the like. Featuring soft lights, shaded windows, rhythmical dance music, pretty girls, the opportunity to dance, drink and sex participation near at hand sense many young people to be engaged in social promiscuity, alcoholism, and drug abuse. Commercialized motion pictures can also have a wholesome influence on youth. Yeager (1949:384) indicates that no modern institution has had such a profound effect upon childhood and youth as the motion picture. Developed primarily for its entertainment features,

it has become through its tremendous emotional appeal a powerful influence in shaping attitudes and social values. Screen personalities shape the thoughts and ideals of multitude of young people influencing their manners, dress, speech habits, attitudes toward romance, and social customs.

2.5.3. School-Related Factors for Students' Disciplinary Problems in School

2.5.3.1. Physical Environment of a School

Materially, the physical environment of a school consists of the school site, the building, and the equipment and materials within the building. When these are harmoniously selected, coordinated, and administered, the educational process is enhanced in many ways.

Regarding physical environment of a school (Yeager, 1949:245) suggested that the site should be sufficiently large to provide play ground space with the building well situated and landscaped. Furthermore, it should be free from disturbing noises, confusion, odors, smoke, and have adequate supply of good water, sufficient light sanitation. "The physical environment of a school should be socially and culturally wholesome, with definite elements of beauty and adapted to educational activity".

Yeager also felt sad for thousands of students going from unlovely homes to still more unlovely school environment and insisted that the health and safety of the pupils must be assured with adequate illumination, sanitation, ventilation, fire protection, toilet and other facilities. Lack of these physical factors has direct and indirect influences contributing for behavioral problems of students (Weinstein and Magnano, 1997:27). Therefore, we can realize that physical conditions of a school can be the cause for behavioral problems created by students if they are not suited to the productive teaching – learning process.

2.5.3.2. Teacher-Related Factors for Students' Disciplinary Problems

According to Kujoth (1970:201-202), there are three general steps in the development of control in a child. These are:

- 1st. Authoritative control – the restrictive, inhibiting one;
- 2nd. Social control – the effect of the social group in which the child lives; and
- 3rd. Self-control - a well integrated personality.

But, there are rather specific factors, which are more or less under the teacher's direction, which influence all the three mentioned above. Proper handling of problem cases is, of course, a difficult and time consuming business. Fortunately, most classroom offences stem from causes within the teacher's control. Some of these causes, as Clark and Starr (1967:77) mentioned are poor teaching, poor class management, poor techniques of discipline and personality defects in the teacher. Brown and Phelps (1961:121-122), Kujoth (1970:202-203), also group these teacher-related causes for students' disciplinary problems as:

- 1) Poor teaching skill of the teacher and
- 2) Poor personality of the teacher; and the influences of each of the groups on students' discipline shown as follow.

2.5.3.3. The Influence of Poor Teaching Skill of the Teacher'

The teacher can set a stage for serious students' disciplinary problems in his classroom if he:

- i) Makes vague assignments or no assignments at all. Pupil does not know for certain what he is to do, so do nothing on his assignment. Undesirable activity often results.
- ii) Makes (gives) an assignment which is impossible for the child to accomplish. Pupil gives up as he sees no chance of succeeding, does something else – possibly undesirable.
- iii) Speaks in a rasping, quarrelsome tone of voice indicating irritation. Talks too much, nags, scolds.
- iv) Fails to get attention of every person in his class before proceeding with oral work and is frequently competing with students for attention. Respect for teacher is lost, and control is diminished.
- v) Pays inadequate attention to classroom logistics (movement of students, handling supplies, students seating, etc.). Because pupils have not been instructed specifically, they fail to respond specifically. Thus, confusion leads to disorder, which in turn leads to reprimands and ill-feeling.
- vi) Pays insufficient attention to the physical condition of the room. Pupil discomfort causes restlessness which in turn goes over into some form of undesirable activity. As a result, the teacher is forced to take some form of disciplinary action.
- vii) Does not recognize, or if he does recognize, does not compliment an unusually fine piece of work (for that child). Student feels effort was either unsuccessful or unappreciated, makes less effort on next assignment and may show resentment by unsocial activity.
- viii) Fails to keep pupils busy on work, which, to them is meaningful. A child is always active. He will do something, what he does may be undesirable

2.5.3.4. The Influence of Poor Personality of the Teacher

Similarly, poor teacher's personality can cause many students disciplinary problems in the classroom. If the teacher:

- i) Is only critical, sarcastic or biting in comments, then the pupils show resentment by being ungracious.
- ii) Is inconsistent, scolds A for what B has done without criticism. Criticizes today something condoned yesterday pupils will forgive almost anything in a teacher except what they consider to be an injustice.
- iii) Sloughs off a reasonable question or makes light of it in way which belittles the questioner, then the student feels as if he is not important and shows his resentment by undesirable behavior.
- iv) Tends to play favorites. Lets it be known when he dislikes a pupil and sometimes speaks disparagingly of a pupil to another one. Resentment, thus, leads to undesirable behavior.
- v) Stops a student curtly when he is seriously discussing or reporting on an assignment, which leaves impression the report, was, trivial. This downgrading a serious effort, a pupil leads him to resentfulness.
- vi) Is hesitant, un-forceful, indecisive, unsure of himself, this attitude is caught at once by pupils and hence control problems are multiplied.
- vii) Disparagingly criticizes community social groups, forgetting pupils parents may be members of groups. Pupils tell parents and they may be advised by parents to "tell that teacher off." Result: discipline problem.

2.5.4. Peer Group–Related Influences for Students' Disciplinary Problems in Schools

As children grow older, peer relations consume increasing amounts of their time. "Peers are children of about the same age or maturity level". Same age peer interaction fills a unique role. Age grading would occur even schools were not age graded and children were left alone to determine the composition of their own societies. One of the most important functions of peer group is to provide a source of information and comparison about the world outside the family. Children receive feedback about their abilities from their peer group. Children evaluate what they do in terms of whether it is better than, as good as, or worse than what other children do. It is hard to do this because siblings are usually older or younger (Hartup, 1976:125).

Good peer relations are necessary for normal social development. Social isolation or inability to "plug in" to a social network is linked with many problems and disorders ranging from delinquency and problem drinking to depression. Poor relations in childhood are associated

with a tendency to dropout of school and delinquent behavior in adolescence but harmonious peer relations in adolescence are related to positive mental health (Kupersmidest and Curie, 1990:1365).

According to Santrock (1998:505), some theorists have emphasized the negative influences of peers on children and adolescents' development. Being rejected by peers leads some children to feel lonely or hostile. Further, such rejection and neglect by peers are related to an individual subsequent mental health and criminal problems. Some theorists have also described the children's peer culture as a corrupt influence that undermines parental values and control. Further, peer can introduce adolescents to alcohol, drugs, delinquency, and other forms of behavior that adults view as maladaptive. Thus, it can be realized that peer relations are associated with both positive and negative peer influences. In sum, there is a reason to conclude that peer group influences can be one of the factors responsible for students' disciplinary problems in schools.

2.6. Mechanisms to Prevent and/or Minimize Students' Disciplinary Problem

2.6.1. Total Discipline

Charles (1981:221) described that total discipline is an approach to classroom control that puts equal emphasis on preventive discipline, supportive discipline and corrective discipline. It allows teachers to select just the right amount and style of discipline to meet learning and teaching needs in accordance with the age of students and personalities of the class and the teacher.

2.6.1.1 Preventive Discipline

As to Charles's discussion, (1981:222-231), preventive discipline consists of measures taken to reduce the incidence of misbehavior before it occurs. The steps to be taken in prevention are not difficult and they have high pay off. The ten steps that teachers should take in preventive discipline are discussed below.

2.6.1.1.1 Preparation:

Before teaching ever starts, teachers can do the following six things to prevent misbehavior.

i) **The setting** : This refers to the physical condition of the classroom, the class room should be provided with adequate ventilation, heat, lighting, space, facilities. Never seat students so that they look in to direct light from windows. Eye distress produces nervousness, tension, anxiety and frustration. If students get too cold they become tense. Furniture should much

the physical sizes of students. Furthermore, do not seat students too closely together. Physical closeness is the hot bed for misbehavior. On top of this, traffic patterns should be efficient; that means, routines for movement should be established and modified to support student self-control.

ii) The curriculum has to do with objectives, activities and materials for learning: If the curriculum is improper, it can produce students' apathy, boredom, fatigue, and frustration all of which erupt into misbehavior. Teachers should provide activities that are as interesting and enjoyable as possible. Those activities should allow students to make genuine progress toward objectives.

iii) The attitude of the teacher should be established before teaching begins: Teacher must determine that they will be in charge, and at the helm making the decisions. They do well to consult students and ask their opinions, but teachers have the final say. They must be in charge, no question about it.

iv). Expectations and limits can be decided before teaching begins: All realistic self-appraisal done by every body establishes what can and can not be accepted. It identifies the limits/thresholds of tolerance for noise, movement and talk. It links expectations, in the form of rules, to good learning and good behavior. Out of these limits and expectations grows a specific set of rules not more than five or six. They are decided in advance by the teachers for their students to live by. These rules are non-negotiable and must be explained to students clearly, in terms of real behavior and their contribution to learning and enjoyment. They must be written out on a chart and posted in the room for periodic reference. Positive and negative consequences are connected to these set of rules. When students comply with the rules, there will be positive consequences telling pleasant things that happen to students and breaking rules results in negative consequences, which describe undesirable things, happen to students.

It must be emphasized that students choose either bad or good consequences through their behavior. Good or bad behavior means the student chooses good or bad consequences respectively. The teacher does not reward or punish, but the students reward or punish themselves by how they behave. The teacher simply administers what the students choose to have happen to them. The teacher the method to be used for enforcement of rules and invocation of consequences should also be decided by the teacher.

v) The support systems must be identified and established before the discipline program is put in to effect. The approval and support of the program by principal is necessary in order

to follow through when the teacher demands for help. It is desirable for the program to be understood and supported so as to follow through responsibilities when the student refers to employ the demands of the teacher and the principal.

vi) Preparation for special and unexpected events. Even though we do not know what or when to occur, it is necessary to prepare for special and unexpected events such as fights, injured students, ill students, emergencies like fires, etc. These events call to behave in a certain way on the part of the students to deal with them. Thus, it is essential to discuss on such events and train students how to behave when they occur.

2.6.1.1.2. Performance

Many discipline problems can be prevented by what the teacher performs routinely. There are four elements of performance that need attention; management of teaching, teacher on stage, golden tongue, and acceptance for everyone.

i) Management of teaching refers to delivery of lessons and routines. Routines are very important in management since they establish how students are to enter and leave the room, obtain materials, replace materials ... etc. The delivery of lessons should follow the way of highlight suspense and interest, maintain flow, conclude at the right time, prevent flat spots, and provide smooth transitions. Necessary materials for the lessons have to be distributed efficiently too. Performance of such detailed activities avoids the rough spots in the lessons which cause students' disciplinary problems.

ii) Teacher on stage: refers to mannerisms of the teacher and the speech he uses while directing lessons. Teachers have unique power to attract and hold students attention. They should use gesture and controlled voice to further their entertainment value. They should concentrate on teaching through modeling techniques. Modeling is the best way to teach correct behavior manners courtesy and living by the golden rule – treating others, as you would like them to treat you. Entertainment of a teacher makes students to laugh and have a good time. It includes drama, mystery, suspense, and excitement and helps students into spirit of good learning. There is no mistake with cracking a joke now and then since students appreciate it. But, they do not need a stand-up comic for a teacher. They do better to have teachers skilled in dramatic techniques that can hold attention in still a sense of mystery and portray the best in human relations.

iii) The golden tongue refers to the language teachers' use and the way they speak sincerely and humanely to students. Teachers should decide how they want to speak with their students

so as to remain genuine without using cutting tones, attacking students' character or sarcasm. Teacher practice a variety of comments that show mild praise, approval and acceptance which prevent students' disciplinary problems.

iv) Acceptance for everyone is a technique that does much to prevent behavior problems. The prime objective of students is to be accepted, to feel wanted, to feel that they belong in the class. Therefore, giving attention to every student every day, foster a sense of belongingness. Thus, give respect to the student for his person, passions, interests etc. Some teachers set up systems where students acknowledge each other, through greetings, participation, and genuine compliments. Teachers have the main responsibility for providing a sense of acceptance, but students have their responsibility too.

2.6.1.2. Supportive Discipline

According to Charles (1981:225-228), supportive discipline, is helpful to teachers in order to nip misbehavior in the bud. It has a number of techniques, which teachers should implement at the first signs of incipient misbehavior. Supportive discipline mainly emphasizes the assistance of students' self-control.

Charles further indicated that the activities, which teachers can do in supportive discipline, to assist students develop self-discipline are: i) Supporting self control, ii) Reinforcing good behavior, iii) Requesting behavior, iv) Making good choices, v) Resolving conflicts, vi) Communicating and counseling, vii) Providing success.

Each of the aforementioned activities is discussed in the following paragraphs.

i) Supporting self control: When teachers catch first glimpse of incipient behavior, they can apply any of the following eight techniques, which help the student get back on course without trouble. These are:

- a) **Using Signals:** Signals can be sent privately to a student which needs support. The teacher catches the student's eye, holds eye contact for a moment, frowns, shakes the head, or gives a hand signal.
- b) **Using proximity:** The teacher can use proximity if his signals fail. This means moving closer to the student, showing awareness and willingness to help. Being at a nearer distance is usually enough but sometimes a pat on the head or on the shoulder helps as well.

- c) **Showing interest:** is an effective means to assist who are becoming on the way to lose interest on their work. The teacher moves alongside, looks at the work, and comment favorably on it or on the student's efforts. By so doing, the student will be encouraged to continue doing his work.
- d) **Humor:** is another effective device when students begin to get restive. Students enjoy humor since it gives them a change from the routine and a brief respite from tension. A momentary break is all that is needed. But care has to be taken by the teacher not to use it excessively so as to serve its objectives.
- e) **Hurdle help:** is helping students who come across a problem that has stumped them. Sometimes students stop their work if they get stuck. This time, they either ask others for help or simply sit idle. The teacher should be cognizant of such students and give them a hint or correct the error in order to allow the students move ahead.
- f) **Restructuring:** This means changing a task in midstream either to add excitement or to reduce difficulty. Students have a tendency to misbehave when they get bored or when the work is too difficult for them. Thus rearranging the schedules is very essential in order to add variety and accommodate instruction to special events.
- g) **Establishing routine:** reduces confusion. Sometimes students may be unable to go about getting something such as getting their laboratory equipment or requesting special help. When such confusion is evident in students the teacher has to take a few moments to say "Here is how we do this and that" and proceed to describe and demonstrate the routine.
- h) **Removing seductive (attractive) objects** assists student self-control. Many seductive objects may appear regularly in the classroom. Such objects intrigue students and are able to draw their attention away from the lesson. Therefore, teachers should carefully remove the objects and give them back to the owner at the end of the class.
- ii) **Reinforcing good behavior:** One of the best techniques for supportive discipline is providing continuous reinforcement, which is done in an informal way with nods, smiles, pats and words such as "thanks", "good", "keep it up", and the like. In so doing, students are cognizant of their teacher that he is aware of them, their work and their behavior. As a result, it takes to keep the students working hard.
- iii) **Requesting behavior:** When students draw attention away from the lesson teachers must get them back. This is done by direct demanding good behavior or by requesting it. For minor

misconduct requests are preferable since they do not produce resentment or hostility. The three ways applied by teachers for requesting good behavior are hints, I-message, and questions.

- a) **Hints** are means to remind students of what they are supposed to be doing. Examples: "Remember, we are trying to finish early today." "All of you are supposed to be using your encyclopedia". "The award for best manners will be given at the end of this period."
- b) **I-messages** are the means that are used by a teacher to inform his needs to the students. Example: "It is so noisy I can not talk with you". "I am feeling very nervous about the behavior I am seeing". "I am afraid we are not getting as far as I hoped we would".
- c) **Questions** are used like hints but they are expressed in terms of interrogations. Examples: "Do you remember our two rules about talking?" "Are we getting our fifteen problems completed before lunch?" "Do you suppose I can count on your cleaning the work area quickly?" The intention of these questions is not to be answered but simply to remind the students.

iv) **Making good choices:** The models devised by Glosser, the Canters and Dreikurs, cited in Charles (1981) are based on the premise that students choose to be good or bad. In so doing, they ultimately choose the consequences that logically accompany the chosen behavior. As to the explanation of Canters and Dreikurs, all students can choose to behave in a good way or choose to behave in a bad way. At the same time they choose to receive positive or negative consequences.

Glassier puts greater emphasis yet on the matter of choice. He says that; *schools provide the best place in most students' lives for making the choices that bring success and belonging, effects that necessary for adequate functioning in society.*

Finally, his advice for teachers is to force their students so as to make value judgment about their choices. In so doing, they learn how to make better choices, choices that lead to success. Therefore, teachers are responsible for their students to make better choices by stressing behavior as a choice, providing appropriate alternatives to bad behavior and enabling students to make value judgments about their misbehavior. Furthermore, clarification about alternatives to bad behavior must be given through group discussions using anecdotes to describe student misbehavior and to show what they could have chosen to do differently

v) **Resolving conflicts:** Conflict in classroom disrupts the teaching – learning process. It causes students to have hurt feelings. Thus, it has to be resolved without producing disruption.

Charles (1981:228) indicated three techniques to resolve conflicts in classroom. These are: a) Verbot, b) Write it out, and c) the no-lose approach

a) **Verbot** is when teachers see students move toward dispute, fight or name calling they say, "*We do not do that. It is forbidden. Stop it now.*" Such verbal order of teacher is called verbot. In verbot, no discussions on the event or call for value judgment but stop it immediately.

b) **Write it out** is one of the ways used to resolve conflict. It serves two purposes, first, disputants become cool off since it takes a bit of time. As they start to write out the cause for their dispute, they feel that the whole thing looks silly and finally they drop it. Second, it eliminates disruption; that is, if the disputants are nabbed immediately and directed to write, no body pays attention and the class work goes on as usual

c) **The no-lose approach** is another type of means which is used to resolve conflicts. It is applied when disputants have strong differences even after cooling-off period. With this approach, each of the disputants is allowed to write two or three suggestions that would help to correct the situation. With the presence of the teacher or other intermediary they consider their suggestions together to look for a suggestion acceptable to both for the solution of the problem. The one which is agreed upon will be implemented. If it doesn't solve the problem, the process will be repeated. By doing so; both parties are satisfied with the result since there is no loser or winner. Good feelings result, rather than hostility and hurt.

vi) **Communicating and counseling:** Communication and counseling provide assistance to supportive discipline by using the following means: a) verbal reinforcement b) active listening c) congruent communication d) positive problem solving e) making value judgment and f) telling it like it is.

a) **Verbal reinforcement** consists of words and tone of voice that students find it rewarding. Words and expressions such as good, wow, fine, thanks, good going and keep up the fine work are more powerful when they describe exactly what is being rewarded.

b) **Active listening** is a way of helping students express themselves or say out all what they have. The teacher being an active listener nods, says "*Uh huh*" "*go on*", "*I think I Understand*" "*what you mean*" etc. when the student talks. The teacher, then, reflects back feelings and opinions expressed by the student like, "*I can see that you are upset*", "*you feel that you haven't been given a fair chance*" and the like. It is not used

to deal with misbehavior quickly since it requires too much time and interferes with other students work.

- c) **Congruent communication** is a process of matching teacher's talk with the demands of the situation. It includes using sane messages in which the teacher addresses the situation rather than the character of the student. Teachers used laconic language, short and succinct, for the immediate suppression of student's misbehavior. Since it is to the point, it instructs students on how to behave correctly during class time.
- d) **Positive problem solving** is used during group discussions. After identifying a problem, students are allowed to contribute comments, always positive, which can help to solve the problem. In so doing, blaming and backbiting are not allowed. The teacher's contribution is little but helps them direct the discussion; as a result, the students will take a positive step to solve the problem.
- e) **Making value judgments** insists students to examine and decide whether their behaviors are worthwhile or not. Its very essence is to cause the students to make better choices that lead them to success. Since it consumes too much time, teachers prefer to use it during discussion or private conferences rather than class time.
- f) **Telling it like it is** has a place in communication, but it should be used infrequently. It consists of the teacher stating the reality of the situation directly and clearly. Care must be taken not to use distasteful and hurtful language.
- vii) **Providing success.** Success is a powerful factor in supportive discipline for the reasons that it motivates, builds self-concept and removes many of the causes of misbehavior. When students grow in learning and behavior, and when they are recognized for that growth, they experience feeling of genuine success. This feeling in turn spurs them on toward greater growth; and their self concept becomes strong and positive. So to increase the likelihood of students' success, teachers should recognize their fine works.

2.6.1.3 Corrective Discipline: Pounds of Cure

Corrective discipline refers to the steps taken after misbehavior has occurred. That means, the moves teachers make to suppress, correct and re-channel misbehavior. As to Charles (1981:221) expression, *"It is what teachers do to get the horse back in to the barn after the gate has been left open, or after the horse has kicked its way out (the horse is usually as much to blame as the get keeper)"*. The following are the steps that should be taken by the teacher.

- i/ **Squelching misbehavior** must be done if the behavior is a gross violation of rules such as fighting, cruelty and cursing. The teacher stops it immediately, either through emphatic verbot or through banishing the offenders to the principal's office.
- ii/ **Confronting students who misbehave** ; It is a clear and unequivocal "No". This is not only a verbal command but is more importantly reflected in gesture, posture and tone of voice. Then after, talk with the student in private to establish judgments and positive courses of future action.
- iii/ **Redirecting students' behavior** is a primary aim of corrective discipline. This is done to change bad behavior to good behavior. It is to correct students by directing them, telling them how to do it right. It is appraising reality with the students as a way of getting back on path. Its purpose is first to stop the disruption and second to teach students how to behave correctly
- iv/ **Invoke natural consequences** lie at the heart of both the Glasser and Canter models cited in Charles (1981).Consequences are linked to rules which everybody knows in advance what they are. When students choose to misbehave, teachers invoke the consequences immediately. The understanding is that teachers do not punish but rather students choose the consequences through their behavior.
- v/ **Consistent follow- through** is absolutely essential in any system of discipline. Students should know the violation of rules resulted in negative consequences. Teachers who do not follow-through encourage more serious misbehavior, which they definitely face it. Follow-through is a plan developed by the teacher and the students for positive behavior. Students' adherence to the agreements is monitored by the teacher providing reinforcement or additional negative consequences if necessary.
- vi/ **Assertive insistence on teaching and learning rights.** Teachers have a right to teach and students also have the right to learn. Thus no one has a right to interfere through disruption. Teaches must insist students to abide by the consequences of their behavior.

2.6.2. Co-curricular Activities as a Means to Tackle Students' Disciplinary Problems.

According to Yeager's (1949.355) description, recognizing the confusion of social impacts upon children of all ages, more specifically upon adolescents, the school has been attempting to do something definite and constructive about social education and social adjustment. One of the principal values of the whole extra curricular (co-curricular) activities movement lies in opportunities for developing desirable social values.

Yeager (1949:233) further explained about the functions of co- curricular activities as:

Co-curricular activities have influenced the objectives of secondary education and been influenced in turn. They have provided for such ideals of secondary education as good citizenship, leisure time, developing responsibility, self direction training in leadership, followership and fellowship, co-operation with others, subordination of self for the common good, school spirit, vocational choices and character building. Thus, meeting the needs of adolescent youth and achieving the objectives of secondary education they provide a program of social education needed to leaven the traditional academic nature of the secondary school. At the same time, they assist in solving many of the adolescents' problems, such as disciplinary, and serve as an outlet of natural instincts, emotions and adolescent enthusiasm, and as a rallying point for school spirit.

The following are some of the forms of extra curricular activities to be found in secondary schools

- | | |
|-------------------------------|----------------------------|
| 1. Art Clubs | 9. School publications |
| 2. Athletics | 10. Science clubs |
| 3. Charitable & welfare clubs | 11. Scouting |
| 4. Debating | 12. Discussion clubs |
| 5. Dramatic clubs | 13. Student council |
| 6. Journalistic clubs | 14. Foreign language clubs |
| 7. Musical clubs | 15. Literary clubs etc |
| 8. Photography | |

These activities offer a wide variety of experience. It has to be selective for a school as to the needs of its own children in terms of the outcomes to be achieved.

CHAPTER – III Data Presentation Analysis and Interpretation

This Chapter deals with presentation, analysis and interpretation of data obtained from samples of three groups (teachers, students and school administrators).

In order to gather relevant information on factors for students' disciplinary problems in the secondary schools under study, a questionnaire consisting eleven sets of questions (including bio-data of respondents) with close ended and few open ended types was prepared in Amharic and distributed to samples of 284 students, 124 teachers and 18 administrators. Out of these, 88 percent of the students, 83.3 percent of the teachers and 100 percent of the administrators filled the questionnaire and returned.

3.1. Bio-data of the Respondents

To obtain information about the characteristics of respondents, eight items in the first set of the questionnaire were provided to the sample respondents. Based on the responses of the respondents, the data collected were reported in percentages as indicated in Table I below.

Table I. Characteristic of the Respondents

Serial No	Item	Types of Respondent							
		Administrators(N=18)		Teachers (N=100)		Students (N=250)		No	%
		No	%	No	%	No	%		
1	Sex	a) Male	18	100	86	86	142	56.8	
		b)Female	0	0	14	14	108	43.2	
2	Age of teachers and administrators	a)>50 years	1	5.6	3	3	0	0	
		b)40-50 years	6	33.3	24	24	0	0	
		c)30-39 years	8	44.4	49	49	0	0	
		d)20-29 years	3	16.7	24	24	0	0	
3	Age of Students	a)>19 years	0	0	0	0	33	13.2	
		b)16-19 years	0	0	0	0	172	68.8	
		c)2-15 years	0	0	0	0	45	18	
3	Qualification	a)BA / B Sc	1	5.6	31	31	0	0	
		b)12+3	11	61.1	21	21	0	0	
		c)12+2	6	33.3	45	45	0	0	
		d)12+1	0	0	3	3	0	0	
4	Grade level of Students	a)10+2	0	0	0	0	22	8.8	
		b)10+1	0	0	0	0	27	10.8	
		c)Preparatory	0	0	0	0	13	5.2	
		d)Grade 10	0	0	0	0	81	32.4	
		e)Grade 9	0	0	0	0	107	42.8	
5	Service year	a)<4 years	1	5.6	14	14	0	0	
		b)4-6 years	1	5.6		13	0	0	
		c)7-10 years	1	5.6	6	6	0	0	
		d)11-15 years	3	16.7	19	19	0	0	
		e)>15 years	12	66.7	48	48	0	0	
6	Career level	a) Beginning Teacher	2	11.1	24	24	0	0	
		b) Medium Teacher	0	0	6	6	0	0	
		c)Teacher	2	11.1	13	13	0	0	
		d)Higher Teacher	4	22.2	41	41	0	0	
		e) Associate senior Teacher	9	50	12	12	0	0	
		f)Senior Teacher	1	5.6	4	4	0	0	
7	Marital status	a)Married	8	44.4	63	63	0	0	
		b)Single	9	50	34	34	0	0	
		c)Others	1	5.6	3	3	0	0	
8	Responsibility	a)Principal	2	11.1	0	0	0	0	
		b)Assistant Principal	2	11.1	0	0	0	0	
		c)Unit leader	12	66.7	0	0	0	0	
		d)Counselor	2	11.1	0	0	0	0	

Item 1 of Table -I shows that of the respondents, 100 per cent of the administrators, 86 per cent of the teachers and 56.8 per cent of the students were males, and 14 per cent of the teachers and 43.2 per cent of the students were females. The above information indicates that females, let alone occupy managerial position, their participation in teaching at secondary school level is insignificant. On the other side the proportion of female students in the sample is so close to that of male students. This could be an indicator for the increased participation rate of female students in secondary education.

Regarding item 2 of the same table, only 5.6 per cent of the administrators and 3 per cent of the teachers were above the age of 50 years. However, 33.3 per cent of the administrators and 24 per cent of the teachers were in the age group of 40 – 50 years; 44.4 per cent of the administrators and 49 per cent of the teachers were in the age group of 30 – 39 years; and 16.7 per cent of the administrators and 24 per cent of the teachers were in the age group of 20 – 29 years. The figures show that most of the administrators and teachers were in the age group of 30 – 39 years (Middle adult hood stage). Thus, most of the administrators and teachers were matured and fit to take responsibility.

With respect to age of students, the table shows that 13.2 per cent, 68.8 per cent and 18 per cent of the students were in the age of group of above 19 years, 16 – 19 years and 12- 15 years respectively. This information indicates that nearly all of the students were in their adolescent stage.

As to item 3 of the table, 5.6 per cent of the administrators and 31 per cent of the teachers were qualified at BA (B Sc) level; 61.1 per cent of the administrators and 21 per cent of the teachers were qualified at 12+3 level; 33.3 per cent of the administrators and 45 per cent of the teachers were qualified at 12+2 level, and 3 per cent of the teachers were qualified at 12+1 level. From this one can realize that most of the administrators and teachers were below the minimum requirement of qualification needed at secondary school level.

Regarding item 4, as shown in the table, 8.8 per cent, 10.8 per cent and 5.2 per cent of the students were in 10+2, 10+1 and preparatory level respectively. Similarly, 32.4 per cent of the students were in grade 10 and 42.8 per cent of the students were in grade 9.

Item 5 of the table asks service year of teachers and administrators. As it is observed from the table, 5.6 per cent of the administrators and 14 per cent of the teachers have service less than 4 years. Similarly, 5.6 per cent of the administrators and 13 per cent of the teachers have service in the category of 4 – 6 years; 5.6 per cent of the administrators and 6 per cent of the

teachers have service with in the range of 7 – 10 years, and 16.7 per cent of the administrators and 19 per cent of the teachers have service between 11 to 15 years. But, relatively large number of administrators and teachers has service above 15 years respectively.

The career level of administrators and teachers in the sample of the study was indicated in item 6 of the table. Accordingly, 11.1 per cent of the administrators and 24 per cent of the teachers were beginning teachers; 6 per cent of that teachers were medium teachers; 11.1 per cent of the administrators and 13 per cent of teachers were on career level of teacher .Furthermore, 22.2 per cent of the administrators and 41 per cent of the teachers were higher teachers; 50 per cent of the administrators and 12 per cent of the teachers were associate senior teachers .However, only 5.6 per cent of the administrators and 4 per cent of the teachers were senior teachers.

As the table depicts, 44.4 per cent of the administrators and 63 per cent the teachers were married, and 50 per cent of the administrators and 34 per cent of the teachers were single. But some of the respondents i.e. 5.6 percent of the administrators and 3 per cent of the teachers were in the category of “other”. Regarding responsibility of administrators as shown in the table, the principals, assistant principals and counselors were 11.1 per cent each respectively.

3.2. The Current Status of Student s' Disciplinary Problems in the Schools

Respondents were provided a list of twelve statements in the second set of items of the questionnaire which are perceived to be related to discipline problems of students in the schools under study. The responses of respondents for the statements that perceived to show the current status of the schools were collected and presented in Table II below. Then the analysis of these data is shown in the pages following the table.

Table II. Responses of Respondents on the Current Status of Students' Disciplinary Problems in the Schools

statements No.	Types of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	(1)+(2)	(4)+(5)
1	Administrators(N=18)	5.6	0	22.2	27.8	44.4	100	5.6	72.2
	Teachers (N=100)	2	1	8	25	64	100	3.0	89.0
	Students (N=250)	5.2	6.8	17.6	25.6	44.8	100	12.0	70.4
2	Administrators(N=18)	11.1	11.1	16.7	22.2	38.9	100	22.2	61.1
	Teachers (N=100)	1	5	13	36	45	100	6.0	81.0
	Students (N=250)	10.4	9.2	26	22.4	32	100	19.6	54.4
3	Administrators(N=18)	5.6	0	0	22.2	72.2	100	5.6	94.4
	Teachers (N=100)	1	0	9	36	54	100	1.0	90.0
	Students (N=250)	2.8	4	9.6	42.8	40.8	100	6.8	83.6
4	Administrators(N=18)	5.6	0	27.8	38.9	27.8	100	5.6	66.7
	Teachers (N=100)	2	8	24	39	27	100	10.0	66.0
	Students (N=250)	8.8	12.4	26	26.8	26	100	21.2	52.8
5	Administrators(N=18)	0	11.1	33.3	16.7	38.9	100	11.1	55.6
	Teachers (N=100)	6	12	21	40	21	100	18.0	61.0
	Students (N=250)	12	20.8	21.2	28	18	100	32.8	46.0
6	Administrators(N=18)	5.6	11.1	11.1	66.7	5.6	100	16.7	72.3
	Teachers (N=100)	5	11	26	35	23	100	16.0	58.0
	Students (N=250)	7.6	10.8	18.4	36.4	26.8	100	18.4	63.2
7	Administrators(N=18)	22.2	33.3	16.7	16.7	11.1	100	55.5	27.8
	Teachers (N=100)	22	33	18	13	14	100	55.0	27.0
	Students (N=250)	31.6	20	13.6	19.2	15.6	100	51.6	34.8
8	Administrators(N=18)	11.1	38.9	33.3	5.6	11.1	100	50.0	16.7
	Teachers (N=100)	29	32	19	16	4	100	61.0	20.0
	Students (N=250)	26.8	28.8	19.2	15.8	9.6	100	55.6	25.4
9	Administrators(N=18)	22.2	33.3	22.2	16.7	5.6	100	55.5	22.3
	Teachers (N=100)	25	30	20	20	5	100	55.0	25.0
	Students (N=250)	28	30.4	12	18.4	11.2	100	58.4	29.6
10	Administrators(N=18)	11.1	38.9	27.8	22.2	0	100	50.0	22.2
	Teachers (N=100)	11	30	42	13	4	100	41.0	17.0
	Students (N=250)	23.6	23.6	26.4	15.6	10.8	100	47.2	26.4
11	Administrators(N=18)	16.7	44.4	22.2	16.7	0	100	61.1	16.7
	Teachers (N=100)	19	39	35	7	0	100	58.0	7.0
	Students (N=250)	34.4	32.8	17.2	4.4	11.2	100	67.2	15.6
12	Administrators(N=18)	22.2	44.4	11.1	16.7	5.6	100	66.6	22.3
	Teachers (N=100)	35	30	17	10	8	100	65.0	18.0
	Students (N=250)	39.2	21.6	15.6	12	11.6	100	60.8	23.6

All figures are in Percentages. SD= Strongly Disagree. D= Disagree UD=Undecided A=Agree SA= Strongly Agree

- Statement 1. Lack of student discipline is a serious problem in your school.
- Statement 2. Students' disciplinary problem is known to be higher when compared with other secondary schools.
- Statement 3. Both, male and female teachers face students' disciplinary problems.

- Statement 4. The personality of most of the teachers in your school can be a role model for their students.
- Statement 5. Male students show more disciplinary problems than female students
- Statement 6. The disciplinary problem of female students is increasing from time to time
- Statement 7. Most of the students in your school willingly participate in the sanitation and beautification of the school to practice responsibility for the common good.
- Statement 8. The school administration provides professional and material support to strengthen co curricular activities in the school knowing that it affects students' behaviors positively
- Statement 9. By establishing and leading different clubs in the school, most teachers provide support so as to increase the participation of students in these clubs so as to fulfill their natural instincts and emotions.
- Statement 10. Most of the students participate in different clubs that are established in the school to satisfy some of their needs.
- Statement 11. The increased activities of different clubs established in your school enable students to mould their behaviors so as to develop responsibility and self-direction.
- Statement 12. Civic education has improved the disciplinary problems of students in School.

Table II Consists responses of the respondents to issues raised to asses the current condition of students' disciplinary problems in the schools. Accordingly, for statement 1 of table II i.e. "lack of students' discipline is a serious problem in your school", 72.2 per cent of the administrator, 89 per cent of the teachers and 70.4 per cent of the students were agreed to the issue raised in the statement. But, 5.6 per cent of the administrators, 3 per cent of the teachers 12 per cent of the students were disagreed. Therefore based on the majority of responses, one can believe that there is a serious disciplinary problem of students in the schools under the study.

In relation to statement 2 of the same table, 72.2 per cent of the administrators, 81 per cent of the teachers and 66.4 per cent of the students were agreed; and 22.2 per cent of the administrators, 6 per cent of the teachers and 19.6 per cent of the students were disagreed. Thus, from the above figures one can have a reason to accept that the schools under the study were known and identified by high level of students' disciplinary problems when compared with other secondary schools. With regard to statement 3 in the table, 94.4 per cent of the administrators, 90 per cent of the teachers and 83.6 per cent of the students agreed that both male and female teachers faced students' disciplinary problems in the schools.

As to statement 4 in the table, 66.7 per cent of the administrators, 66 per cent of the teachers and 52.8 per cent of the students agreed that personality of the teachers in schools can be a role model for the students. Contrary to this, 5.6 per cent of the administrators, 10 per cent of the teachers and 21.2 per cent of students disagreed to the statement. Thus, the majority of the respondents perceived that teachers' personality can be a role model for the students in the schools.

For statement 5, that is, "male students show more disciplinary problems than female students", 55.6 per cent of the administrators, 61 per cent of the teachers and 56 per cent of students agreed. On the other side, 11.1 per cent of the administrators, 18 per cent of the teachers and 32.8 per cent of the students were disagreed. Thus, most of the respondents feel that male students show more disciplinary problems compared to female students in the schools.

Regarding statement 6 in the same table, 72.3 per cent of the administrators, 58 per cent of the teachers and 63.2 per cent of the students responded "agree" and "strongly agree" to that "the disciplinary problems of female students are becoming increasing". But 16.7 per cent of the administrators, 16 per cent of the teachers and 18.4 per cent of the students responded disagree" and "strongly disagree" to the statement. Therefore, most of the respondents perceived that the disciplinary problems of female students are increasing from time to time in the schools.

For statement 7 which says "most of the students in your school willingly participate in the sanitation and beautification of the school to practice responsibility for the common good", 27.8 per cent of the administrators, 27 per cent of the teachers and 34.8 per cent of the students agreed while 55.5 per cent of the administrators, 55 per cent of the teachers and 51.6 per cent of the students disagreed. Thus, the majority of the respondents perceived that most of the students in the schools do not participate willingly in the sanitation and beautification of their schools.

Statement 8 of the same table was raised the issue that "the school administration provides professional and material support to strengthen co-curricular activities in the school". Accordingly, 50 per cent of the administrators, 61 per cent of the teachers and 55.6 per cent of the students were disagreed. But, only 16.7 per cent of the administrators, 20 per cent of the teachers and 23.6 per cent of the students agreed. Thus, as to the perception of most of the

respondents the school administration doesn't provide professional and material support to strengthen the co-curricular activities in the schools.

Considering statement 9 which says "by establishing and leading different clubs in the school, most teachers provide support so as to increase club participation of students", 55.5 per cent of the administrations, 55 per cent of the teachers and 58.4 per cent of students were disagreed. But on the other side, 22.3 per cent of the administrators, 25 percents of the teachers and 29.6 per cent of the students were agreed. Therefore, one can infer from this information that most of the teachers do not provide support to increase club participation of students by establishing different clubs in the schools

3.3. Types of Commonly Observed Students' Discipline Problems in the School Compound

In the third set of items of the questionnaire, the respondents were provided a list of nineteen statements expressing the types of disciplinary problems perceived to be shown by secondary school students. The responses of the respondents to these statements are presented in Table III and followed by their analysis as shown in the pages below the Table.

Table III. Responses to Types of Students' Disciplinary Problems in the School

Statements No.	Types of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	Total	(1)+(2)	(4)+(5)
1	Administrators(N=18)	0	0	0	5.6	94.4	100	0.0	100.0
	Teachers (N=100)	0	1	1	29	69	100	1	98
	Students (N=250)	10	8.8	8.8	37.2	35.2	100	18.8	72.4
2	Administrators(N=18)	0	0	5.6	11.1	83.3	100	0.0	94.4
	Teachers (N=100)	1	0	1	27	71	100	1.0	98.0
	Students (N=250)	11.6	8.8	7.2	30.8	41.6	100	20.4	72.4
3	Administrators(N=18)	5.6	5.6	11.1	33.3	44.4	100	11.2	77.7
	Teachers (N=100)	1	1	5	48	45	100	2.0	93.0
	Students (N=250)	10.4	10.8	13.6	38.4	26.8	100	21.2	65.2
4	Administrators(N=18)	5.6	16.7	11.1	38.9	27.8	100	22.3	66.7
	Teachers (N=100)	11	22	5	27	35	100	33.0	62.0
	Students (N=250)	10	4	24.8	35.2	26	100	14.0	61.2
5	Administrators(N=18)	0	0	5.6	22.2	72.2	100	0.0	94.4
	Teachers (N=100)	1	1	19	37	42	100	2.0	79.0
	Students (N=250)	12.8	13.6	9.2	30.8	33.6	100	26.4	64.4
6	Administrators(N=18)	0	0	5.6	16.7	77.7	100	0.0	94.4
	Teachers (N=100)	0	1	3	20	76	100	1.0	96.0
	Students (N=250)	9.2	9.2	15.2	26	40.4	100	18.4	66.4
7	Administrators(N=18)	0	11.1	5.6	38.9	44.4	100	11.1	83.3
	Teachers (N=100)	2	8	12	47	31	100	10.0	78.0
	Students (N=250)	10	11.6	11.2	34.6	35.6	100	21.6	70.2
8	Administrators(N=18)	0	22.2	22.2	22.2	33.4	100	22.2	55.6
	Teachers (N=100)	7	17	26	24	26	100	24.0	50.0
	Students (N=250)	27.2	20.8	27.2	16	8.8	100	48.0	24.8
9	Administrators(N=18)	16.7	16.7	11.1	22.2	33.3	100	33.4	55.5
	Teachers (N=100)	13	16	15	34	22	100	29.0	56.0
	Students (N=250)	35.2	17.2	18	13.2	6.4	100	52.4	29.6
10	Administrators(N=18)	0	0	16.7	38.9	44.4	100	0.0	83.3
	Teachers (N=100)	2	7	15	47	29	100	9.0	76.0
	Students (N=250)	12.8	20.8	14.4	29.6	22.4	100	33.6	52.0
11	Administrators(N=18)	0	5.6	16.7	44.4	33.3	100	5.6	77.7
	Teachers (N=100)	3	4	19	42	32	100	7.0	74.0
	Students (N=250)	17.6	10.8	21.2	28.8	21.6	100	28.4	50.4
12	Administrators(N=18)	0	27.8	16.7	22.2	33.3	100	27.8	55.5
	Teachers (N=100)	7	16	23.2	22	23	100	23.0	45.0
	Students (N=250)	36.4	19.6	17.2	10	16.8	100	56.0	26.8
13	Administrators(N=18)	22.2	5.6	22.2	27.8	22.2	100	27.8	50
	Teachers (N=100)	9	13	23	28	27	100	22	55
	Students (N=250)	29.6	21.2	20	16	13.2	100	50.8	29.2
14	Administrators(N=18)	0	5.6	16.7	22.2	55.5	100	5.6	77.7
	Teachers (N=100)	0	3	12	32	53	100	3	85
	Students (N=250)	17.2	13.6	16.8	24	28.4	100	30.8	52.4
15	Administrators(N=18)	11.1	38.9	22.2	16.7	11.1	100	50	27.8
	Teachers (N=100)	14	43	24	11	8	100	57	19
	Students (N=250)	37.6	23.2	25.6	8.4	5.2	100	60.8	13.6
16	Administrators(N=18)	0	22.2	27.8	16.7	33.3	100	22.2	50
	Teachers (N=100)	10	12	19	28	31	100	22	59
	Students (N=250)	32	24.4	25.2	10	8.4	100	56.4	18.4
17	Administrators(N=18)	0	0	22.2	27.8	50	100	0	77.8
	Teachers (N=100)	5	6	21	39	29	100	11	68
	Students (N=250)	19.2	13.6	14	23.2	30	100	32.8	53.2
18	Administrators(N=18)	0	5.6	11.1	38.9	44.4	100	5.6	83.3
	Teachers (N=100)	2	6	15	41	36	100	8	77
	Students (N=250)	9.6	17.2	24.8	34.4	14	100	26.8	48.4
19	Administrators(N=18)	5.6	22.2	16.7	44.4	11.1	100	27.8	55.5
	Teachers (N=100)	10	15	23	26	26	100	25	52
	Students (N=250)	28	20.8	22.8	14	14.4	100	48.8	28.4

All figures are in Percentages. SD= Strongly Disagree. D= Disagree
UD=Undecided A=Agree SA= Strongly Agree

- Statement 1. Tardiness
- Statement 2. Truancy
- Statement 3. Not doing home works
- Statement 4. Vandalism/damaging school property

- Statement 5. Lack of respect to the school community
- Statement 6. Cheating during examination
- Statement 7. Disturbing in the class
- Statement 8. Threatening/attacking teachers/Insulting teachers
- Statement 9. Fighting with teachers
- Statement 10 Fighting among students
- Statement 11. Disobeying teachers
- Statement 12. Sexual harassment
- Statement 13. Forcing younger students to copy notes and doing home work for them
- Statement 14. Forcing clever students to give them exam answers
- Statement 15. Taking money by force from younger students
- Statement 16. Insulting teachers by writing their names every where in the school
- Statement 17. Calling teachers either by their names or nick names by being at a hidden place
- Statement 18. Coming to school without necessary materials they have
- Statement 19. Threatening with soundless weapons such as knife, chain, etc. in the school

Statements in table III were presented to the respondents to obtain information about the types of students' disciplinary problems commonly observed in the schools. Accordingly, to statement 1-tardiness (being late to school), 100 per cent of the administrators, 98 per cent of the teachers and 74.4 per cent of the students agreed that students showed tardiness. However, only 1 per cent of the teachers and 18.8 per cent the students disagreed. Thus, a large number of respondents perceived that tardiness of students is a commonly observed phenomenon in the schools.

Similarly, for statement 2, 94.4 per cent of the administrators, 98 per cent of the teachers and 72.4 per cent of the students agreed that students in the schools under study are truants. But, only one per cent of the teachers and 20.4 per cent of the students disagreed to this statement. This means, as to the opinion of the respondents, truancy of students (unexcused absent from class) is common in the schools.

Considering statement 3, i.e. "not doing home works", 77.7 per cent of the administrators, 91 per cent of the teachers and 65.2 per cent of the students agreed to the issue raised in the statement. However, 11.2 per cent of the administrators, 2 per cent of the teachers and 21.2 per cent of the students disagreed. Hence, most of the respondents agreed that not doing home work is one of the commonly observed disciplinary problems of students in the schools.

As it can be seen from table 3, the responses to vandalism appeared in statement 4 were agreed by 66.7 percent of administrators, 62 percent of the teachers and 61.2 percent of the students and disagreed by, 22.3 percent of the administrators, 33 percent of the teachers and

14 percent of the students. Therefore, the perception of most of the respondents indicates that vandalism is one of students' disciplinary problems in the schools.

"Lack of respect to the school community" stated in statement 5 of the same table, was presented to the respondents to assess whether it is discipline problem of students or not. According, 94.4 percent of the administrators, 79 percent of the teachers and 64.4 percent of the students agreed to the statement while, Only 2 percent of the teachers and 26.4 percent of the students disagreed. Therefore, lack of respect to the school community is also one of the disciplinary problems of students in the schools.

For "Cheating during examination" which is stated as statement 6 in the table, 94.4 percent of the administrators, 96 percent of the teachers and 66.4 percent of the students were agreed but only 1 percent of the teachers and 18.4 percent of the students disagreed. Thus, majority of the respondents accepted that cheating during examination is also one of the problems created by the students in the schools.

Regarding statement 7 of the table, 83.3 percent of the administrators, 78 percent of the teachers and 67.2 percent of the students agreed that disturbing in the class is one of the disciplinary problems created by students in the schools. But, 11.1 percent of the administrators, 10 percent of the teachers and 21.6 percent of the students disagreed to the issue raised in statement 7. Therefore, based on the responses of majority of the respondents, disturbing in the classroom is also students' disciplinary problems in the schools.

As to statement 8 of the table, 55 percent of the administrators, 50 percent of the teachers and only nearly 25 percent of the students agreed that students are threatening their teachers by force while 22.2 percent of the administrators, 24 percent of the teachers and 48 percent of the students disagreed on the matter. Therefore, most of the administrators and teachers perceived that teachers are threatened by force so as to be afraid of their students. But, the responses of most of the students are contrary to the administrators and teachers i.e. students do not threat their teachers by force.

Similarly, for statement 9 of the table, 55 percent of the administrators, 56 percent of the teachers and 29.6 percent of the student confirm that students beat/ kick/ their teachers. But, 33.4 percent of the administrators, 29 percent of the teachers and 52.4 percent of the students disagreed. Thus most of the administrators and teachers perceived that students commit physical abuse on their teachers which is contrary to the perception of most student respondents.

As to statement 10 of the same table, 83.3 percent of the administrators, 76 percent of the teachers and 52 percent of the students agreed that there is fighting among students in the schools. But, contrary to this, 9 percent of the teachers and 33.6 percent of the students disagreed on the issue raised in the statement. Based on responses of most of the respondents, it can be said that fighting among students is one of students' disciplinary problems in the schools.

Regarding statement 11 of the same table, 77.7 percent of the administrators, 74 percent of the teachers and 50.4 of the students agreed that students are disobedient to orders of their teachers. However, 5.6 percent of the administrators, 7 percent of the teachers and 28.4 percent of the students disagreed on the issue raised in the statement. Hence, based on the view of most of the respondents, one can realize that students are disobedient to their teachers in the schools under study.

When we consider responses to statement 12 of the same table, 55.5 percent of the administrators, 45 percent of the teachers and 26.8 percent of the students agreed that female students faced sexual harassment. However, 27.8 percent of the administrators, 23 percent of the teachers and 55 percent of the students disagreed. Therefore, as it can be seen from the table most of the administrators and teachers perceived that female students faced sexual harassment which is contrary to the perception of most of student respondents.

Regarding responses to statement 13 of the table, 50 percent of the administrators, 55 percent of the teachers and 29.2 percent of the students agreed that younger students are forced by elder students to do home works and copy notes for them. On the other side, 27.8 percent of the administrators, 22 percent of the teachers and 50.8 percent of the students disagreed. As it can be seen from the table, majority of the administrators and teachers perceived that younger students are forced by elder ones to do home works and copy notes for them as one of discipline problems seen in the schools, which is contrary to perception of majority of the students.

With respect to responses to statement 14 of the same table, 77.7 percent of the administrators, 85 percent of the teachers and 52.4 percent of the students agreed that clever students are forced by the weaker ones to give them exam answers. However, 5.6 percent of the administrators, 3 percent of the teachers and 30.8 percent of the students disagreed. From this, it can be realized that the perception of most of the respondents is that clever students are

forced by the weaker ones to give them exam answers could be one of students' discipline problems in the schools.

As to the responses of statement 15 of the same table, 27.8 percent of the administrators, 19 percent of the teachers and 13.6 percent of the students agreed that older students take money by force from younger students. Contrary to this, 50 percent of the administrators, 57 percent of the teachers and 57.8 percent of the students disagreed to the issue appeared in the statement. Based on the majority of responses, one can realize that older students do not take money by force from younger ones in the schools.

In relation to responses to statement 16 of the same table, 50 percent of the administrators, 59 percent of the teachers and 18.4 percent of the students agreed that students are insulting teachers by writing their names some where else in the school compound. But, it was disagreed by, 22.2 percent of the administrators, 22 percent of the teachers and 56.4 percent of the students. Here again, majority of the administrators and teachers perceived that students are insulting teachers by writing their names some where in the school compounds which is contrary to that of students' perception.

With regard to responses to statement 17 of the same table, 77.8 percent of the administrators, 68 percent of the teachers and 53.2 percent of the students agreed that students are calling teachers either by their names or nick names by hiding themselves in the school compounds. However, only 11 percent of the teachers and 32.8 percent of the students disagreed to this statement. Therefore, based on responses of the majority, it can be concluded that students call teachers either by their names or nick names to make them angry by hiding themselves in the schools.

Concerning responses to statement 18 in the table above, 83.3 percent of the administrators, 77 percent of the teachers and 48.4 percent of the students agreed that students are coming to school without necessary materials they have. However, 5.6 percent of the administrators, 8 percent of the teachers and 26.8 percent of the students disagreed. Therefore, based on the majority responses, it can be realized that students are not coming to school with necessary materials they have for learning. This indicates that the students in these schools are careless for their education.

Regarding the responses to statement 19 in the same table, 55.5 percent of the administrators, 52 percent of the teachers and 28.4 percent of the students agreed that students are threatening others in the school with soundless weapons such knives, chains, etc. Contrary to this, 27.8

percent of the administrators, 25 per cent of the teachers and 48.8 percent of the students disagreed. If we consider the majority responses of the respondents, here also most of the administrators and teachers confirmed that there are students threatening others with soundless weapons such as knife, chain etc. and hence students feel insecure in these schools. But, most of student respondents' perception is contrary to that of the administrators and teachers.

Using the open-ended questions the respondents were asked to rank the 1st five most serious and the second five most serious students' discipline problems in the schools.

Accordingly, the first five most serious discipline problems of students were ranked as follow

I. As administrators ranked the first most serious ones

1. Tardiness (Coming late to school)
2. Truancy (unexcused absence)
3. Disrespect towards the school community
4. Cheating, during examination
5. Disturbing in the classroom

II. As teachers ranked the first most serious ones

1. Tardiness (Coming late to school)
2. Truancy (unexcused absence)
3. Cheating during examination
4. Not doing home works
5. Forcing clever students to give them exam answers

III. As students ranked the first most serious ones.

1. Tardiness (coming late to school)
2. Truancy (unexcused absence)
3. Disturbing in the class room
4. Cheating during examination
5. Not doing home-works

As it can be seen from ranking of the disciplinary problems in the schools, each group of the respondents have ranked more or less similar types of problems.

Similarly, the second five most serious students' disciplinary problems were ranked as follow:

I. As administrators ranked the second most serious ones

1. Fighting among each other
2. Coming to school with out necessary materials they have

3. Not doing homework's
4. Disobedience to the order of teachers
5. Forcing clever students to give them exam. Answers
6. Calling teachers by their names or nick names

II. As teachers ranked the 2nd most serious ones

1. Disrespecting the school community
2. Disturbing in the class room
3. Coming to school without necessary materials the have
4. Fighting among each other
5. Disobedience to the order of teachers

III. As students ranked the second most serious ones

1. Disrespecting the school community
2. Vandalism (damaging school properties)
3. Calling teachers by their names or nick names
4. Forcing clever students to give them exam answers
5. Fighting among each other

It can be seen that most of the items ranked as the second most serious ones were common in each group.

3.4. Types of Problems Created by Students with Misbehavior outside the School Compound

Twelve statements related to problems created outside the school compound on teachers, students or members of the community by students with behavior problems were appeared in the fourth set of items of the questionnaire in order to obtain information from the respondents .The respondents were reacted on each of them by indicating their level of agreements as **Strongly Agree**, **Agree**, **Undecided**, **Disagree**, or **Strongly Disagree**, which can be converted into rating scales of 5, 4, 3, 2, and 1 respectively .Accordingly, the data shown in Table IV are perceptions of the respondents on the types of problems assumed to be created by students mentioned above outside the school expressed in percentages. The analysis and interpretation of the data are presented in the paragraphs just below the Table.

Table IV. Responses to Types of Students' Disciplinary Problems out of the School Compound

Statements No	Types of respondent	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	1 + 2	4+5
1	Administrators(N=18)	0	0	22.2	11.1	66.6	100	0	77.7
	Teachers (N=100)	4	5	12	35	44	100	9.0	79.0
	Students (N=250)	8.8	9.6	18.4	39.2	24.0	100	18.4	63.2.2
2	Administrators(N=18)	5.6	16.7	16.7	27.7	33.3	100	22.3	61.0
	Teachers (N=100)	5	9	16	45	25	100	14.0	70.0
	Students (N=250)	22.4	21.6	3.6	28	24.4	100	44.0	52.4
3	Administrators(N=18)	11.1	5.6	16.7	33.3	33.3	100	16.7	66.6
	Teachers (N=100)	12	12	15	23	38	100	24.0	61.0
	Students (N=250)	35.6	8.8	17.2	28.4	10	100	44.4	38.4
4	Administrators(N=18)	27.8	44.4	5.6	5.6	16.7	100	72.2	22.3
	Teachers (N=100)	17	23	37	13	10	100	40.0	23.0
	Students (N=250)	44.4	24.4	20	8.4	2.8	100	68.8	11.2
5	Administrators(N=18)	5.6	27.8	16.7	27.8	22.2	100	33.4	50.0
	Teachers (N=100)	9	11	21	41	18	100	20.0	59.0
	Students (N=250)	36.2	19.6	25.2	12	8	100	55.8	20.0
6	Administrators(N=18)	0	5.6	11.1	33.3	50	100	5.6	83.3
	Teachers (N=100)	2	3	25	34	36	100	5.0	70.0
	Students (N=250)	16	8.4	23.2	26.8	25.6	100	24.4	52.4
7	Administrators(N=18)	0	11.1	22.2	38.9	27.8	100	11.1	66.7
	Teachers (N=100)	4	10	23	39	24	100	14.0	63.0
	Students (N=250)	24.8	21.2	18.4	25.2	10.4	100	46.0	35.6
8	Administrators(N=18)	0	5.6	22.2	44.4	27.8	100	5.6	72.2
	Teachers (N=100)	2	9	34	27	28	100	11.0	55.0
	Students (N=250)	28.4	17.2	25.6	16	12.8	100	45.6	28.8
9	Administrators(N=18)	11.1	11.1	16.7	27.8	33.3	100	22.2	61.1
	Teachers (N=100)	9	11	23	33	24	100	20.0	57.0
	Students (N=250)	21.6	19.2	25.2	19.6	14.4	100	40.8	34.0
10	Administrators(N=18)	11.1	5.6	16.7	33.3	33.3	100	16.7	66.6
	Teachers (N=100)	6	8	31	32	23	100	14.0	55.0
	Students (N=250)	18.4	20	18.4	28.8	14.4	100	38.4	43.2
11	Administrators(N=18)	11.1	5.6	27.8	27.8	27.8	100	16.7	55.6
	Teachers (N=100)	12	9	29	27	23	100	21.0	50.0
	Students (N=250)	22	16	20.8	22.8	18.4	100	38.0	41.2
12	Administrators(N=18)	11.1	27.8	27.8	16.7	16.7	100	38.9	33.4
	Teachers (N=100)	19	10	40	15	16	100	29	31
	Students (N=250)	42	20.8	23.2	10.4	3.6	100	62.8	14

All figures are in Percentages. SD= Strongly Disagree. D= Disagree UD=Undecided A=Agree SA= Strongly Agree

- Statement 1. Name calling of teachers by being at a hidden place
- Statement 2. Insulting teachers
- Statement 3. Beating/kicking teachers
- Statement 4. Robbing teachers
- Statement 5. Forcing teachers to add marks
- Statement 6. Beating students
- Statement 7. Robbing students
- Statement 8. Sexual harassment on female students
- Statement 9. Robbing in the community
- Statement 10. Fighting in the community
- Statement 11. Stabbing in the community
- Statement 12. Rapping in the community

Table IV Consists responses to the types of problems created by students with behavior problems outside the school compound on teachers, students and members of the community. Thus, the responses to statement 1 of table IV, i.e. "students call teachers' name by hiding themselves"; 77.7 percent the administrators, 79 percent of the teachers and 63.2 percent of the students agreed while, 9 percent of the teachers and 18.4 percent of the students responded disagreed. Therefore, based on the majority responses of the respondents there is a reason to believe that calling teachers' name outside the school is one of students' disciplinary problems faced by teachers teaching in these schools.

Regarding statement 2 of the same table i.e. "students insult teachers outside the school"; 61.1 percent of the administrators, 70 percent of the teachers and 52.4 percent of the students were agreed where as, 12.3 percent of the administrators, 14 percent of teachers and 44 percent of the students disagreed. Therefore, based on the perception of most of the respondents one can conclude that teachers teaching in these schools are insulted by their students outside the schools.

The issue that appeared in statement 3 of the same table was teachers are sometimes beaten by students outside the school. Thus, 66.6 percent of the administrators, 61 percent of the teachers and 38.4 percent of the students agreed to the statement. However, 16.7 percent of the administrators, 2.4 percent of the teachers and 44.4 percent of the students disagreed. From the figures, it can be safe to conclude that most of the administrators and teachers perceived that teachers are sometimes beaten by students outside the school which is contrary to perception of most the student respondents.

Regarding statement 4 in the same table, though 22.3 percent of the administrators, 23 percent of the teachers and 11.2 percent of the students agreed that students commit robbery on their teachers outside the school, most of the respondents i.e. 72.2 percent of the administrators, 40 percent of the teachers and 68.8 percent of the students were disagreed. Based, on the perception of the majority, one can believe that students do not commit robbery on their teachers outside the school.

With respect to the responses to the issue "force is used by students outside the school to make teachers add marks" which is appeared in statement 5; 50 percent of the administrators, 59 percent of the teachers and 20 percent of the students were agreed while 33.4 percent of the administrators, 20 percent of the teachers and 55.8 percent of the students disagreed to the issue appeared in the statement. From the above figures, one can see that the responses of

most of the administrators and teachers do not agree with responses of most of the students to the issue raised. This might be due to the fact that some of the students do not want to disclose the reality.

In statement 6, the issue raised was "students are beaten /kicked/ by students with frequent discipline problems outside the school". As shown in the table, 83.3 percent of the administrators, 70 percent of the teachers and 52.4 percent of the students agreed on it. But 5.6 percent of the administrators, 5 percent of the teachers and 24.4 percent of the students disagreed on the issue raised in the statement. Since most of the respondents have the same view on the matter, one can have reason to conclude that beating students outside the school compound is one of students' disciplinary problems of schools under consideration.

Students are committed robbery on students outside the school compound was an issue appeared in statement 7. As shown in the table, 66.7 percent of the administrators, 63 percent of the teachers and 35.6 percent of the students agreed. However, 11.1 percent of the administrators, 14 percent of the teachers and 46 percent of the students disagreed. Based on the figures, it can be seen that except the responses of most of the students, majority of the administrators and teachers confirm that students take personal properties of other students by force outside the school and hence becomes one of the challenging problems in the community.

"Students commit sexual harassment on female students outside the school" was the case appeared in statement 8. As shown in the table, 62.2 percent of the administrators, 55 percent of the teachers and 28.8 percent of the students agreed on the matter while 5.6 percent of the administrators, 11 percent of the teachers and 45.6 percent of the students disagreed. Thus, the majority of administrators and teachers disclosed that sexual harassment on female students has been one of the problems created by misbehaved students outside the school.

"Students commit robbery in the community" was an issue that appeared in statement 9. If we consider the figures in the table, the majority of administrators (61.1 percent) and teachers (57 percent) agreed that students with frequent discipline problems in the schools also commit robbery in the community. But, most of the student respondents (40.8 percent) were disagreed. Thus, even if some of the students were tried to cover the truth, based on the majority responses of administrators and teachers, we can realize that robbery by students has been one of the problems observed frequently in the community.

In statement 10, the issue “students beat/kick/ others in the community” was stated. As the figures in the table indicated that, most of the administrators (66.6 percent), teachers (55 percent) and students (51.2 percent) agreed that students beat others in the community. However, 16.7 percent of the administrators, 14 percent of the teachers and 38.4 percent of the students disagreed on it. Therefore, based on the majority responses, there is a reason to believe that undisciplined students in the schools are also committed physical abuse on others in the community.

The other issue raised in statement 11 was “students sometimes stab others with knife in the community”. Thus, the majority of administrators (55.6 percent), teachers (50 percent) and students (41.2 percent) confirmed in their agreement that students with discipline problems in the schools under consideration, sometimes commit criminal acts of stabbing others with knife in the community.

“Students with frequent discipline problems commit rapping in the community” was appeared in statement 13. As can be observed from the table, majority of the administrators (44.5 percent), teachers (35 percent) and students (62.8 percent) confirmed that rapping was not committed by these students in the community.

3.5. Home/Family/-Related Factors for Students’ Discipline Problems in Schools

Ten statements describing some conditions of students’ home environment that are assumed to be the causes for students’ discipline problems were appeared in the fifth set of items of the questionnaire. The intention of the student researcher was to gather opinions from the three groups of respondents (school administrators, teachers and students) on family backgrounds of students with frequent discipline problems in schools. Accordingly, the data presented in Table V are responses of the respondents to issues raised in the statements using percentages. Based on the data gathered, the analysis and interpretation were made as indicated in the paragraphs next to the Table.

Table V. Responses to Family-Related Factors for Students' Disciplinary Problems

Statements No	Types of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	1 + 2	4+5
1	Administrators(N=18)	33.3	44.4	16.7	0	5.6	100	77.7	5.6
	Teachers (N=100)	30	27	25	7	11	100	57.0	18.0
	Students (N=250)	19.2	21.2	36.4	11.6	11.6	100	40.4	23.2
2	Administrators(N=18)	16.7	11.1	33.3	38.9	0	100	27.8	38.9
	Teachers (N=100)	6	21	28	37	8	100	27.0	45.0
	Students (N=250)	8.4	18.8	36.0	23.6	13.2	100	27.2	36.8
3	Administrators(N=18)	0	0	11.1	16.7	72.2	100	0.0	88.9
	Teachers (N=100)	4	5	26	26	39	100	9.0	65.0
	Students (N=250)	11.6	14.8	16.4	20.4	36.8	100	26.4	57.2
4	Administrators(N=18)	0	5.6	27.8	16.7	50	100	5.6	66.7
	Teachers (N=100)	2	5	27	28	32	100	7.0	60.0
	Students (N=250)	7.6	13.6	10	22.4	48.4	100	21.2	70.8
5	Administrators(N=18)	5.6	0	33.3	16.7	44.4	100	5.6	61.1
	Teachers (N=100)	3	1	24	32	40	100	4.0	72.0
	Students (N=250)	8.8	8.4	15.2	24.8	42.8	100	17.2	67.6
6	Administrators(N=18)	0	0	16.7	5.6	77.8	100	0.0	83.4
	Teachers (N=100)	0	4	12	28	56	100	4.0	84.0
	Students (N=250)	5.6	8.4	19.6	26.8	39.6	100	14.0	66.4
7	Administrators(N=18)	0	11.1	33.3	22.2	33.3	100	11.1	55.5
	Teachers (N=100)	4	11	44	28	13	100	15.0	41.0
	Students (N=250)	12.8	19.6	51.6	8.8	7.2	100	32.4	16.0
8	Administrators(N=18)	11.1	16.7	33.3	27.8	11.1	100	27.8	38.9
	Teachers (N=100)	12	10	47	21	10	100	22.0	31.0
	Students (N=250)	10.8	4.4	43.6	20.8	21.2	100	14.4	42.0
9	Administrators(N=18)	5.6	5.6	16.7	27.8	44.4	100	11.2	72.2
	Teachers (N=100)	8	8	17	31	36	100	16.0	67.0
	Students (N=250)	13.2	19.6	32.4	20.8	14	100	32.8	34.8
10	Administrators(N=18)	5.6	0	55.6	5.6	33.3	100	5.6	38.9
	Teachers (N=100)	5	2	42	27	24	100	7.0	51.0
	Students (N=250)	8.4	13.6	39.6	24	14	100	22.0	38.0

All figures are in Percentages. SD= Strongly Disagree. D= Disagree UD=Undecided A=Agree SA= Strongly Agree

- Statement 1. High economic background families
- Statement 2. Medium economic background families
- Statement 3. Low economic background families
- Statement 4. Large family size families
- Statement 5. families that lack offering love for their children
- Statement 6. families who are indulgent
- Statement 7. Divorced parents & being reared under single parent
- Statement 8. Lost one or both parents
- Statement 9. families having low attitude to education
- Statement 10. families having frequent conflicts

Table V, consists the responses on family background of students who frequently create discipline problems in the schools. Accordingly, "students with frequent discipline problems in the schools come from high economic background families" was raised in statement 1 of table V

As shown in the table, 5.6 percent of the administrators, 18 percent of the teachers and 23.2 percent of the students agreed on the issue while disagreed by 77.7 percent of the administrators, 57 percent of the teachers and 40.4 percent of the students. Thus, from the above information, there is no reason to accept that students with frequent disciplinary problems in the school came from high economic background families

“Students with frequent discipline problems in schools come from medium economic background families” was the other issue raised in statement 2. As indicated in the table, 38.9 percent of the administrators 45 percent of the teachers and 36.8 percent of the students rated as “Agree” and “Strongly agree” while 27.8 percent of the administrators, 27 percent of the teachers and 27.2 percent of the students rated as “Disagree” and “Strongly disagree”. Through the magnitudes are small, based on the majority responses, we can infer that students with frequent discipline problems in schools come from medium economic back ground families.

“Students with frequent discipline problems in schools come from low economic background families” was an issue raised in statement 3. As shown in the table, 88.9 percent of the administrators, 65 percent of the teachers and 57.2 percent of the students expressed their agreement while, only 5 percent of the teachers and 26.4 percent of the students were disagreed. Therefore, based on the above majority response, one can realize that students with frequent discipline problems in the schools under consideration come from low economic background families.

Regarding statement 4, i.e. “students with frequent discipline problems in schools come from large family size families”, as indicated in the table, 67.7 percent of the administrators, 65 percent of the teachers and 70.8 percent of the students were agreed while 5.6 percent of the administrators, 7 of percent of the teachers and 21.2 percent of the students were disagreed. Based on the above figures, there is a reason to accept that students with frequent discipline problems in the schools under the study come from families who have large family size.

The issue raised in statement 5 was “students with frequent discipline problems in the schools come from families lacking to offer love to their children”. As shown in the table. 61.1 percent of the administrators, 72 per cent of the teachers and 67.6 per cent of the students rated as “Agree” and “Strongly Agree”, where as 5.6 percent of the administrators 4 percent of the teachers and 17.2 percent of the students rated as “Disagree” and “Strongly Disagree”. Therefore as can be seen from the figures in the table the majority responses support us to

believe that students with frequent discipline problems in the schools under the study were lacking parental /familial/ love.

Statement 6 presents that "students with frequent discipline problems come from indulgent families". As indicated in the table, most of the administrators (83.4 percent) the teachers (84 percent), and the students (66.4 percent) expressed their agreement that students with frequent discipline problems in the schools under consideration were coming from indulgent families who believe in complete freedom of children.

Statement 7 presents that "students with frequent discipline problems in the schools were reared under a single parent as a result of divorce". As seen in the table, except student respondents, the majority of administrators (55.5 percent) teachers (57 percent) expressed their agreement that students with frequent discipline problems in the schools were reared under single parents as a result divorce

The responses to statement 8, as indicated in the table, the majority of administrators (38.9 per cent) teachers (31 per cent) and students (42 per cent) reported that students with frequent discipline problems in the schools under consideration were not orphans.

Responses to statement 9 indicated that a large proportion of the administrators (72.2 percent), teachers (67 per cent) and students (46.4 per cent) confirmed that students with frequent discipline problems in schools were coming from families with low attitude toward education.

3.6. Community-Related Factors for Students' Disciplinary in Schools

Some factors in the community could be causes for discipline problems in schools .Thus, to identify these causes, seven statements which assumed to be the causes for students' disciplinary problems in schools were included in the sixth set of items of the questionnaires. The sample respondents reported their level of agreements to the issues raised in the statements provided as Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree which are equivalent to rating scale 5, 4, 3, 2, or 1 respectively .The data indicated in Table VI are responses of respondents to statements converted to numbers and expressed in percentages. The analysis as well as the interpretation of the data is shown in the paragraphs following the Table.

Table VI. Responses to Community-Related Factors for Students' Disciplinary Problems

Statements No	Types of respondent	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	1 + 2	4+5
1	Administrators(N=18)	0	22.2	22.2	11.1	44.4	100	22.2	55.5
	Teachers (N=100)	3	6	22	25	44	100	9.0	69.0
	Students (N=250)	6.4	10.8	10.4	28.4	44	100	17.2	72.4
2	Administrators(N=18)	11.1	22.2	16.7	16.7	33.3	100	33.3	50.0
	Teachers (N=100)	2	14	18	35	31	100	16.0	66.0
	Students (N=250)	7.6	13.6	24	32.4	22.4	100	21.2	54.8
3	Administrators(N=18)	11.1	5.6	16.7	33.3	33.3	100	16.7	66.6
	Teachers (N=100)	0	2	12	47	39	100	2.0	86.0
	Students (N=250)	9.6	14.8	18.8	23.6	33.2	100	24.4	56.8
4	Administrators(N=18)	5.6	0	16.7	44.4	33.3	100	5.6	77.7
	Teachers (N=100)	4	13	28	31	24	100	17.0	55.0
	Students (N=250)	12.4	20.4	19.6	21.2	26.4	100	32.8	47.6
5	Administrators(N=18)	22.2	33.3	22.2	16.7	5.6	100	55.5	22.3
	Teachers (N=100)	24	24	30	13	9	100	48.0	22.0
	Students (N=250)	23.6	24.4	22	16.4	13.6	100	48.0	30.0
6	Administrators(N=18)	5.6	22.2	22.2	33.3	16.7	100	27.8	50.0
	Teachers (N=100)	5	11	21	38	25	100	16.0	63.0
	Students (N=250)	15.6	18.4	21.6	22.8	21.6	100	34.0	44.4
7	Administrators(N=18)	5.6	22.2	27.8	16.7	27.8	100	27.8	44.5
	Teachers (N=100)	5	11	19	40	25	100	16.0	65.0
	Students (N=250)	11.6	19.6	22	23.2	23.6	100	31.2	46.8

All figures are in Percentages. SD= Strongly Disagree. D= Disagree
UD=Undecided A=Agree SA= Strongly Agree

- Statement 1. Unemployment
- Statement 2. Low living standard of the community due to low income
- Statement 3. Camping life has clearly differentiated the living standards among workers which in turn affected the attitude of the children
- Statement 4. The increasing number of illegal video houses in the community
- Statement 5. The increasing number of night clubs in the community
- Statement 6. Undermining unskilled labor (e.g. Cutting sugarcane)
- Statement 7. Undermining members of certain ethnic group who engaged in unskilled labor

The responses to statement 1 of table 6 indicated that most the administrators (55.5 per cent), teachers (69 per cent) and students (72.4 per cent) expressed their agreement that unemployment in the community was one the causes for students' disciplinary problems in the schools under consideration.

Similarly the responses to statement 2 of the same table indicated that low standard of living as a result of low income was one of the factors for students' disciplinary problems in the schools under study.

Regarding responses to statement 3 of the table, most of the respondents i.e. 66.6 per cent of the administrators, 86 per cent of the teachers and 56.8 per cent of the students agreed that

camping life which clearly divides workers according to their living standards (level of income) which in turn affects the attitude of their children contributed its share for students' disciplinary problems in the schools.

In relation to the responses to statement 4 of the same table, 77.7 per cent of the administrators 55 per cent of the teachers and 47.6 per cent of the students reported that illegal video houses can be one of the factors for students' disciplinary problems in the schools under consideration.

Regarding the issue stated in statement 5 of the same table, 55.5 per cent of the administrators, 48 per cent of the teachers and 48 per cent of the students indicated that night clubs in the community were not the causes for students' disciplinary problems in the schools. Besides this, responses from open-ended questions supported the above position since there were not, as such, organized night clubs in the community in which the schools are located.

Regarding statement 6 in which the issue that "undermining unskilled labor (e.g. cutting sugarcane) in the community causes students disciplinary problems" was appeared. As indicated in the table 50 per cent of the administrators, 63 per cent of the teachers and 44.4 per cent of the students reported that undermining unskilled labor in the community was one of the factors that can affect students' discipline in the schools.

The other community related factors for students' disciplinary problems was "undermining members of certain ethnic group who engaged in unskilled labor (cutting sugarcane)" was appeared in 7, as revealed from the table, 44.4 per cent of the administrators, 65 per cent of the teachers and 46.8 per cent of the students reported that undermining members of ethnic group who engaged in unskilled labor - cutting sugarcane, was one of the causes for students' discipline problems in the schools. From open-ended questions responses regarding the above two statements indicated that being unskilled worker or being a child of unskilled worker is considered to be low in status in the community. Thus, ႁႏ႑ ႑႗႓ (sugarcane cutter) or ၁/၄ ႁႏ႑ ႑႗႓ ႏ႓ (Sugarcane cutter's child) is considered as an insult and this has been a source of conflicts in many instances in the schools as well as in the community

3.7. School-Related Factors for Discipline problems of Students in Schools

Respondents were provided with fifteen statements appeared in the seventh set of items of the questionnaire which were assumed to be causes for students' discipline problems in schools.

The responses were converted to numbers using the rating scale and expressed in percentage as shown in Table VII. The analysis of data followed by the interpretation was done as indicated in the pages below the Table.

Table VII. Responses to School-Related Factors for Students' Disciplinary Problems

Statements No	Types of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	(1) +(2)	(4)+(5)
1	Administrators(N=18)	27.8	38.9	5.6	11.1	16.7	100	66.7	27.8
	Teachers (N=100)	23	35	19	10	13	100	58.0	23.0
	Students (N=250)	21.2	27.6	20	16	15.2	100	48.8	31.2
2	Administrators(N=18)	11.1	28.9	10	22.2	27.8	100	40.0	50.0
	Teachers (N=100)	9	24	19	35	13	100	33.0	48.0
	Students (N=250)	10	22.4	18.4	25.6	23.6	100	32.4	49.2
3	Administrators(N=18)	11.1	11.1	5.6	38.9	33.3	100	22.2	72.2
	Teachers (N=100)	7	8	22	33	30	100	15.0	63.0
	Students (N=250)	6.4	18.4	20.8	30.4	24	100	24.8	54.4
4	Administrators(N=18)	5.6	11.1	5.6	27.8	50	100	16.7	77.8
	Teachers (N=100)	2	7	16	40	35	100	9.0	75.0
	Students (N=250)	5.6	14.4	22.8	33.2	24	100	20.0	57.2
5	Administrators(N=18)	0	11.1	11.1	22.2	55.6	100	11.1	77.8
	Teachers (N=100)	3	12	18	26	41	100	15.0	67.0
	Students (N=250)	14.4	16.8	17.6	29.2	22.2	100	31.2	51.4
6	Administrators(N=18)	27.8	33.3	5.6	16.7	16.7	100	61.1	33.4
	Teachers (N=100)	30	29	24	7	10	100	59.0	17.0
	Students (N=250)	30	29.2	20.4	10.8	9.6	100	59.2	20.4
7	Administrators(N=18)	0	11.1	0	38.9	50	100	11.1	88.9
	Teachers (N=100)	9	6	18	26	41	100	15.0	67.0
	Students (N=250)	8	18.4	23.2	29.2	21.2	100	26.4	50.4
8	Administrators(N=18)	5.6	11.1	11.1	33.3	38.9	100	16.7	72.2
	Teachers (N=100)	7	16	26	28	23	100	23.0	51
	Students (N=250)	12	18.4	21.2	25.2	23.2	100	35.2	48.4
9	Administrators(N=18)	5.6	5.6	0	5.6	83.3	100	11.2	88.9
	Teachers (N=100)	5	2	5	15	73	100	7.0	88.0
	Students (N=250)	10	13.2	14.4	16	46.4	100	23.2	62.4
10	Administrators(N=18)	5.6	11.1	5.6	27.8	50	100	16.7	77.8
	Teachers (N=100)	6	13	24	18	39	100	19.0	57.0
	Students (N=250)	12	18.8	24	21.2	24	100	30.8	45.2
11	Administrators(N=18)	5.6	5.6	22.2	33.3	33.3	100	11.2	66.6
	Teachers (N=100)	3	11	15	43	28	100	14.0	71.0
	Students (N=250)	8.8	17.6	16.8	32	24.8	100	26.4	56.8
12	Administrators(N=18)	11.1	5.6	22.2	33.3	27.8	100	33.3	61.1
	Teachers (N=100)	6	11	12	26	45	100	17.0	71.0
	Students (N=250)	10.8	12.4	24.0	22	30.8	100	34.8	52.8
13	Administrators(N=18)	16.7	33.3	22.2	5.6	22.2	100	50	27.8
	Teachers (N=100)	10	20	17	27	26	100	30	53
	Students (N=250)	20.8	29.2	15.6	19.6	14.8	100	50	34.4
14	Administrators(N=18)	5.6	22.2	27.8	22.2	22.2	100	27.8	44.4
	Teachers (N=100)	12	22	16	25	25	100	34	50
	Students (N=250)	9.6	12.8	12.4	27.6	37.6	100	22.4	65.2
15	Administrators(N=18)	11.1	22.2	11.1	38.9	16.7	100	33.3	55.6
	Teachers (N=100)	4	7	21	30	38	100	11	68
	Students (N=250)	9.6	12.8	12.4	27.6	37.6	100	22.4	65.2

All figures are in Percentages. SD= Strongly Disagree. D= Disagree

UD=Undecided A=Agree SA= Strongly Agree

- Statement 1. The school has not clear rules and regulations
- Statement 2. Lack of awareness in the students about the school's rules regulations
- Statement 3. The rules and regulations of the school were not applied

- Statement 4. Lack of consistency in applying the school's rules and regulations
- Statement 5. School principals or vice principals are not assigned by their qualification & experience for the position hence there is management problems
- Statement 6. The school leadership is dictatorial
- Statement 7. The school does not take measures when students violate school rules
- Statement 8. Lack of follow-up on performance of teachers
- Statement 9. Controlling students is difficult because the school has no fence
- Statement 10. Lack of co-operation between the school and other Government institutions in controlling students disciplinary problems
- Statement 11. Some teachers hesitate to follow-up students so as to prevent and or minimize students' disciplinary problems
- Statement 12. Lack of adequate classrooms/over crowd ness of classroom
- Statement 13. Lack of desks/seats
- Statement 14. Lack library facilities
- Statement 15. Lack of sport and recreational facilities and/or spaces

According to the responses to statement 1 of table VII, though some portion of the respondents disagreed, 66.7 per cent of the administrators, 58 per cent of the teachers and 48.8 per cent of the students confirmed that the schools under consideration have clear rules and regulations.

As the data of statement 2 in the same table indicated the majority of administrators (50 per cent), teachers (48 per cent), and students (49.2 per cent) reported that students in the schools under consideration lacked awareness about the rules and regulations of the schools.

Regarding responses to statement 3 of the same table, most of the administrators (72. 2 per cent), teachers (63 per cent) and students (54.4 per cent) expressed their agreement that the rules and regulations of the schools were not applied so as to control and maintain discipline in the schools.

In relation to the responses to statement 4, as indicated in the table 77.8 per cent of the administrators, 75 per cent of the teachers and 57.2 per cent of the students confirmed that lack of consistency in applying the schools rules and regulations causes students' disciplinary problems in the schools under consideration

Regarding the responses to statement 5 as indicated in the table, the majority of the administrators (77.8 per cent), teachers (69 percent) and students (51.2 percent) reported that school principals and vice principals are not assigned to the position by their qualification and experience hence managerial weakness is a major problem of the schools. Therefore, this weakness can be the cause for students' disciplinary problems in the schools

The data of statement 6, as shown in the same table, a reasonable proportion of the administrators (61.1 per cent), teachers (59 per cent) and students (59 per cent) were rated as disagree. Hence, from the above figures, one can realize that the leadership was not dictatorial in the schools under consideration

The school doesn't take measures when students violate school rules was as issue raised in statement 7, as shown in the table, 88.9 per cent of the administrators 67 per cent of the teachers and 50.4 per cent of the students indicated that measures were not taken on the students who violated the school rules.

The school management has lack of follow-up on performance of teachers," was an issue appeared in statement 8. As shown in the table, 72.2 per cent of the administrators, 51 per cent of the teachers and 48.4 per cent of the students confirmed that there was weakness of the school management to follow-up teachers' performance in the schools and this in turn contribute to students' discipline problems in the schools.

The issue raised in statement 9 was, "controlling students is difficult because the school has no fence." As observed in the table, a large proportion of the administrators (88.9 per cent) teachers (88 per cent) and students (62.4 per cent), expressed their agreement that controlling students was so difficult because the schools have no fence around them. Regarding this, responses from open-ended questions also stressed that lack of fence around the schools is the major cause for disciplinary problems of students. As stated by one of the respondents, "like an open-air market in which any body can enter or exit, our students also can come in or get out of the schools". The case in point is very serious in Wonji secondary school as the researcher observed while he was there for data collection. Further more, the sugarcane plantation surrounded the schools also aggravate the problems of students' discipline. In such physical conditions, it is really difficult to maintain good students' discipline, according to the responses from open ended questions.

"Lack of collaborative work of the school with other government institutions such as police, kebele, etc to control students disciplinary problems" was raised in statement 10, as indicated in the table, 77.8 percent of the administrators, 57 percent of the teachers and 45.2 percent of the students agreed that management of the schools have lack of collaborative work with police, kebele and the factories' security forces to control students' disciplinary problems in the schools. As a result, students' disciplinary problems were so serious in these schools. In statement 11, the issue that "some teachers hesitate to follow-up students to prevent and/or

minimize students' discipline problems in the schools" was raised. As the data shown in the table, most of the administrators (66.6 percent), teachers (71 percent) and students (56.8 percent) indicated that teachers' indifference to follow-up students so as to prevent and/or minimize discipline problems of students was one of the factors for students to misbehave in the schools.

Regarding responses to statement 12, as shown in the table, 61.1 percent of the administrators, 71 percent of the teachers and 52.8 percent of the students agreed that overcrowded ness of classrooms was one of the causes for students' disciplinary problems in the schools under study. Responses from open-ended questions also indicated that since the schools are located in a relatively very hot areas, (Wonji and Metehara) overcrowded ness of classrooms have been the most dominant cause for students' disciplinary problems in these schools. As some of the respondents reported that the effect of temperature in these areas was observed to be high after the month of February. Thus, the disciplinary problems of students in the schools have been increasing in the second semester due to the environment.

As to the responses of statement 13, as shown in the table, except respondents of teachers (30 percent) most of the administrators (50 percent) and students (50 percent) perceived that there was no problem of seats which causes students disciplinary problems.

With respect to the responses to statement 14, except student respondents, most of the administrators (44.4 percent), of the teachers (50 percent) agreed that there was lack of library facilities which in turn discourage students to pass their time on reading and can be one of the causes for students' disciplinary problems in the school

Regarding the responses to statement 15, the data indicated that 55.6 percent of the administrators, 68 percent of the teachers and 65.2 percent of the students expressed their agreement that there was lack of sports and recreational facilities and/or spaces in the schools and as result students are forced to pass their spare time doing unaccepted activities

3.8. Teacher-Related Causes for Students' Discipline problems in schools

There were seventeen statements regarding teaching skill and personality of teachers in the eighth set of items of the questionnaire intended to gather information on teacher-related causes responsible to students' discipline problems in schools from the three groups of respondents. The data presented in Table VIII were responses of the respondents expressed in percentages and analysis of the data as well as the interpretation was done just below the Table.

Table VIII. Responses to teacher-related factors for students' disciplinary problems

Statements No.	Types of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	1 + 2	4+5
1	Administrators(N=18)	5.6	11.1	0	44.4	38.9	100	16.7	83.3
	Teachers (N=100)	1	7	16	44	32	100	8.0	76.0
	Students (N=250)	8.8	14	12.4	33.2	31.6	100	22.8	64.8
2	Administrators(N=18)	5.6	11.1	16.7	33.3	33.3	100	16.7	66.6
	Teachers (N=100)	1	13	9	61	16	100	14.0	77.0
	Students (N=250)	10	19.2	17.2	34.4	19.2	100	38.9	53.6
3	Administrators(N=18)	11.1	16.7	27.8	38.9	5.6	100	27.8	44.5
	Teachers (N=100)	11	4	45	19	21	100	15.0	40.0
	Students (N=250)	12	20.4	24.4	25.6	17.6	100	32.4	43.2
4	Administrators(N=18)	11.1	61.1	11.1	11.1	5.6	100	72.2	16.7
	Teachers (N=100)	23	39	30	8	0	100	62.0	8.0
	Students (N=250)	26	34	22.8	6.8	10.4	100	60.0	17.2
5	Administrators(N=18)	16.7	22.2	11.1	50	0	100	38.9	50.0
	Teachers (N=100)	20	26	32	19	3	100	46.0	22.0
	Students (N=250)	13.6	24.4	12.8	23.6	25.8	100	38.0	49.4
6	Administrators(N=18)	11.1	33.3	16.7	33.3	5.6	100	44.4	38.9
	Teachers (N=100)	25	33	26	12	4	100	58.0	16.0
	Students (N=250)	13.2	18	20	26.4	22.4	100	31.2	48.8
7	Administrators(N=18)	33.3	27.8	33.3	5.6	0	100	61.1	5.6
	Teachers (N=100)	43	28	24	45	0	100	71.0	45.0
	Students (N=250)	32.4	27.6	22.8	10.4	6.8	100	60.0	17.2
8	Administrators(N=18)	16.7	16.7	11.1	44.4	11.1	100	33.4	55.5
	Teachers (N=100)	15	33	22	26	4	100	48.0	30.0
	Students (N=250)	14	23.6	20.4	25.6	16.4	100	37.6	42.0
9	Administrators(N=18)	33.3	44.4	16.7	5.6	0	100	77.7	5.6
	Teachers (N=100)	35	40	19	6	0	100	75.0	6.0
	Students (N=250)	28.8	28	15.6	17.2	10.7	100	56.8	27.9
10	Administrators(N=18)	44.4	44.4	5.6	5.6	0	100	88.8	5.6
	Teachers (N=100)	51	30	13	6	0	100	81.0	6.0
	Students (N=250)	41.6	29.6	14.4	9.2	5.2	100	71.2	14.4
11	Administrators(N=18)	44.4	38.9	0	16.7	0	100	83.3	16.7
	Teachers (N=100)	40	33	20	6	1	100	73.0	7.0
	Students (N=250)	22	32.8	24.8	12.8	8.4	100	54.8	21.2
12	Administrators(N=18)	27.8	27.8	33.3	11.1	0	100	55.6	11.1
	Teachers (N=100)	39	29	24	4	4	100	68	8
	Students (N=250)	16.4	20.4	15	20.4	15.6	100	49	36
13	Administrators(N=18)	11.1	5.6	38.9	33.3	11.1	100	16.7	44.4
	Teachers (N=100)	12	8	19	36	25	100	20	61
	Students (N=250)	10.8	20	18	32.8	18.4	100	30.8	51.2
14	Administrators(N=18)	5.6	16.7	27.8	33.3	16.7	100	22.3	50
	Teachers (N=100)	4	12	23	47	14	100	16	61
	Students (N=250)	7.2	13.2	19.6	34.6	25.2	100	20.4	59.8
15	Administrators(N=18)	16.7	11.1	27.8	5.6	5.6	100	27.8	11.2
	Teachers (N=100)	9	15	36	31	9	100	24	40
	Students (N=250)	7.6	21.2	26.8	25.6	18.8	100	28.8	44.4
16	Administrators(N=18)	22.2	27.8	16.7	27.8	5.6	100	50	33.4
	Teachers (N=100)	15	29	33	19	4	100	44	23
	Students (N=250)	18.8	24.4	33.2	11.6	12	100	43.2	23.6
17	Administrators(N=18)	22.2	27.8	16.7	27.8	5.6	100	50	33.4
	Teachers (N=100)	15	29	33	19	4	100	44	23
	Students (N=250)	18.8	24.4	33.2	11.6	12	100	43.2	23.6

All figures are in Percentages. SD= Strongly Disagree. D= Disagree UD=Undecided A=Agree SA= Strongly Agree

- Statement 1. Tardiness (being late)
- Statement 2. Absence (truancy)
- Statement 3. Teachers personality-insulting students
- Statement 4. Teachers personality-Beating/kicking students
- Statement 5. Inappropriate critics on students
- Statement 6. Lack of treating students fairly/equally
- Statement 7. Sexual harassment on female students
- Statement 8. Lack of controlling classroom discipline
- Statement 9. Following odd clothing style
- Statement 10. Drinking just before entering classroom
- Statement 11. Threatening students by force
- Statement 12. Taking revenge on students by giving difficult examination
- Statement 13. Failure to encourage students for class participate
- Statement 14. Failure to teach students based on their ability to learn
- Statement 15. Lack of lesson plan presentation
- Statement 16. Lack of adequate subject matter knowledge

According to the responses to statement 1 of table 8, 83.3 percent of the administrators, 76 percent of the teachers, and 64.8 percent of the students reported that teachers were late to classes and this was one of the causes for students' disciplinary problems in the schools.

Considering responses to statement 2 of same table, 66.6 percent of the administrators, 77 percent of the teachers and 53.6 percent of the students rated as agree where as 16.7 percent of the administrators, 14 percent of the teachers and 29.2 percent rated as disagree. Thus, based on the perception of most of the respondents, one can conclude that teachers were absent from classes and this was one of the causes for disciplinary problems of students in these schools.

Regarding statement 3 of the same table, 44.5 percent of the administrators, 40 percent of the teachers and 43.2 percent of the students indicated that students were insulted by teachers and this was one of the causes for student's disciplinary problems in these schools.

With respect to statement 4 of the same table, 72.2 percent of the administrators, 62 percent of the teachers and 60 percent of the students disagreed to the issue raised in the statement. Therefore, from the majority responses one can realize that students were not beaten by teachers in the schools under consideration.

Concerning statement 5 of the table, 50 percent of the administrators, 22 percent of the teachers and 49.4 percent of the students agreed while 38.9 percent of the administrators, 46 percent of the teachers and 38 percent of the students disagreed. Hence, except teacher respondents, most of the administrators and students perceived that students were threatened

by inappropriate/unfair/ critics and this was one of the causes for student's disciplinary problems in the schools under study.

As to statement 6 of the same table, 38.9 percent of the administrators, 16 percent of the teachers and 48.8 percent of the students agreed while 44.4 percent of the administrators, 58 percent of the teachers and 31.2 percent of the students disagreed. Thus, even though most of the students perceived that teachers treated students unfairly, most of the administrators & teachers perceived that teachers were treating students fairly/equally/ in the schools.

Concerning statement 7 of the same table, except 5.6 percent of the administrators, 5 percent of the teachers and 17 percent of the students, 61.1 percent of the administrators, 71 percent of the teachers and 60 percent of the students reported disagree. Therefore, as it is seen from the figures, one can believe that teachers did not commit sexual harassment on female students in the schools.

As to statement 8 of the same table, 55.5 percent of the administrators, 30 percent of the teachers and 42 percent of the students indicated that teachers were not control classroom discipline and this can be one of the causes for student's disciplinary problems in the schools.

Regarding statement 9 of the same table, though 5.6 percent of the administrators, 6 percent of the teachers and 27.6 percent of the students responded agreed, 77.7 percent of the administrators, 75 percent of the teachers and 56.8 percent of the students disagreed to the issue raised in the statement. Therefore, based on the majority responses, one can accept that teachers were not following odd clothing style in the schools.

With respect to statement 10 of the same table, though 5.6 percent of the administrators, 6 percent of the teachers and 14.4 percent of the students rated as agree, 88.8 percent of the administrators, 81 percent of the teachers and 71.2 percent of the students rated as disagree. Therefore, based on responses of most of the respondents one can believe that teachers were not drinking just before entering classrooms.

Regarding statement 11 of the same table, though 16.7 percent of the administrators 7 percent of the teachers and 21.2 percent of the students were agree, 83.3 percent of the administrators, 73 percent of the teachers and 54.8 percent of the students reported disagreed. Thus from the majority responses one can conclude that teachers were not treating students by force in these schools

In relation to statement 12 of the same table, even though 11.1 percent of the administrators 8 percent of the teachers and 36 percent of the students were agreed, 55.6 percent of the

administrators 68 percent of the teachers and 49 percent of the students indicated that teachers did not take revenge by giving difficult examinations in these schools.

Regarding statement 13 of the table, the majority of administrators (44.4 percent), teachers (61 percent), and students (51.2 percent) reported that teachers were failed to encourage students to participate in classroom and this was one of the causes to student's disciplinary problems in the schools.

Regarding statement 14 of the same table, 50 percent of the administrators, 61 percent of the teachers and 60 percent of the students expressed their agreement that teachers were failed to teach students based on their ability to learn.

As to statement 15 of the table, through 5.6 percent of the administrators, 5 percent of the teachers and 17.2 percent of the students were agreed, 61.1 percent of the administrators, 71 percent of the teachers and 60 percent of the students reported that teachers did not fail to prepare lesson plans.

Concerning statement 16 of the table, 55.6 percent of the administrators, 68 percent of the teachers and 65.2 percent of the students confirmed that teachers did not have adequate subject matter knowledge to teach the students and this became one of the major causes for students' disciplinary problems in the schools under consideration.

3.9. Peer Group-Related Causes for Discipline Problems of students in Schools

Respondents were provided with seven statements appeared in the ninth set of items of the questionnaire to obtain their views on each of them. The statements were describing peer group behaviors that were assumed to be causes responsible to students' discipline problems in schools. Accordingly, the responses were gathered, organized and expressed in percentage as shown in Table IX, and then analysis and interpretation of the data were done here under.

Table IX. Responses to Peer Group-Related Factors for Students' Disciplinary Problems

Statements No.	Types of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	1 + 2	4+5
1	Administrators(N=18)	0	5.6	5.6	16.7	72.2	100	5.6	88.9
	Teachers (N=100)	0	4	19	29	48	100	4.0	77.0
	Students (N=250)	8	13.6	19.6	36	22.8	100	21.6	58.8
2	Administrators(N=18)	0	5.6	11.1	22.2	61.1	100	5.6	83.3
	Teachers (N=100)	1	8	15	43	33	100	9.0	76.0
	Students (N=250)	8	23.2	28.8	25.6	14.4	100	31.2	40.0
3	Administrators(N=18)	5.6	5.6	11.1	44.4	33.3	100	11.2	77.7
	Teachers (N=100)	5	4	24	33	34	100	9.0	67.0
	Students (N=250)	11.2	10.8	36	29.2	12.8	100	22.0	42.0
4	Administrators(N=18)	0	0	11.1	22.2	66.7	100	0.0	88.9
	Teachers (N=100)	0	2	12	32	54	100	2.0	86.0
	Students (N=250)	8.8	10.4	16	40.8	24	100	19.2	64.8
5	Administrators(N=18)	0	0	11.1	38.9	50	100	0.0	88.9
	Teachers (N=100)	0	2	15	40	43	100	2.0	83.0
	Students (N=250)	10.8	10.4	19.2	36	23.6	100	21.2	59.6
6	Administrators(N=18)	0	5.6	16.7	16.7	61.1	100	5.6	77.8
	Teachers (N=100)	0	4	17	36	43	100	4.0	79.0
	Students (N=250)	12.4	14	21.6	30	22	100	26.4	52.0
7	Administrators(N=18)	0	11.1	16.7	27.8	44.4	100	11.1	72.2
	Teachers (N=100)	2	5	21	34	38	100	7.0	72.0
	Students (N=250)	15.6	12.8	30.4	22.8	18.4	100	28.4	41.2

All figures are in Percentages. SD= Strongly Disagree. D= Disagree UD=Undecided A=Agree SA= Strongly Agree

- Statement 1. Students having disciplinary problems have relationship with peer groups that have low academic performance
- Statement 2. Students having disciplinary problems have relationship with peer groups that were repeaters for many years in one class
- Statement 3. Students having disciplinary problems have relationship with peer groups that have disturbed the communities peace
- Statement 4. Students having disciplinary problems have relationship with peer groups that have not interest in learning
- Statement 5. Students having disciplinary problems have relationship with peer groups that have spent time in socially condemned places
- Statement 6. Students having disciplinary problems have relationship with peer groups that follow culturally un accepted dressing & hair styles
- Statement 7. Students having disciplinary problems have relationship with peer groups that are victims of bad habits

Regarding statement 1 of table IX though 5.6 percent of the administrators, 4 percent of the teachers and 21.6 percent of the students disagreed, 88.9 percent of the administrators, 77 percent of the teachers and 58 percent of the students expressed their agreement that since the students pass their time with peer groups having low academic performance, then this relation influenced them to have discipline problems in the schools

For statement 2 of the same table, though 5.6 percent of the administrators and 9 percent of the teachers and 21.8 percent of the students were disagreed, 83.3 percent of the administrators, 77 percent of the teachers and 54.4 percent of the students reported that

students with frequent discipline problems passed their times with peer groups who are repeaters in one class for many times.

Regarding statement 3 of the same table, 77.7 percent of the administrators, 77 percent of the teachers and 54.4 percent of the students agreed that students with frequent discipline problems have passed their time with peer groups that have disturbed the community outside the school.

For statement 4 of the same table, though only 11.1 percent of the administrators, 14 percent of the teachers and 19.2 percent of the students responded disagreed, 88.9 percent of the administrators, 86 percent of the teachers and 64.8 percent of the students reported that students with frequent discipline problems in school have passed time with peer groups that have no interest in learning.

As to statement 5 of the table, only 2 percent of the teachers and 21.1 percent of the students disagreed; while 88.9 percent of the administrators, 83 percent of the teachers and 59.6 percent of the students confirmed that students with frequent discipline problems in the schools have relationship with peer groups that have spent time in socially condemned places.

With regard to statement 6 of the table, though 5.6 percent of the administrators, 4 percent of the teachers and 26.4 percent of the students responded disagreed a large size of the administrators (79.8 percent), teachers (79 percent) and students (52 percent) expressed their agreement that students with frequent discipline problems in schools have relationship with peer groups that follow culturally unacceptable dressing and hair styles.

For statement 7 of the same table, even though 11.1 percent of the administrators, 7 percent of the teachers and 28.4 percent of the students disagreed, 72.2 percent of the administrators, 72 percent of the teachers and 53.2 percent of the students indicated their agreement that students with frequent discipline problems have relationship with peer groups that are being victims of bad habits such as, drinking, smoking, chewing "Chat" etc.

3.10. Causes Related to Personal Problems for Students' Discipline Problems in schools

Sixteen different personal behavior problems were raised in the statements appeared in the tenth set of items of the questionnaire to gather the opinions of respondents on each of them. Thus, the data gathered from the respondents were reported in percentages as indicated in Table X for their analysis.

Table X . Responses to Students' Personal Problems- Related Factors for Students' Disciplinary Problems.

Statements No	Types of respondent	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	(1) +(2)	(4)+(5)
1	Administrators(N=18)	38.9	28	33.3	0	0	100	66.7	0.0
	Teachers (N=100)	52	27	18	1	0	100	79.0	1.0
	Students (N=250)	32.8	27	28	8.4	4	100	59.6	12.4
2	Administrators(N=18)	5.6	11	16.7	22.2	44.4	100	16.7	66.6
	Teachers (N=100)	4	5	9	40	42	100	9.0	82.0
	Students (N=250)	6.4	12	33.2	28.8	19.2	100	18.8	48.0
3	Administrators(N=18)	11.1	17	38.9	11.1	22.2	100	27.8	33.3
	Teachers (N=100)	17	19	39	16	9	100	36.0	25.0
	Students (N=250)	15.3	25	32.4	19.6	8	100	40.1	27.6
4	Administrators(N=18)	11.1	33	33.3	11.1	11.1	100	44.4	22.2
	Teachers (N=100)	12	23	36	20	9	100	35.0	29.0
	Students (N=250)	10.8	23	36	21.6	8.8	100	33.6	30.4
5	Administrators(N=18)	0	22	38.9	16.7	22.2	100	22.2	38.9
	Teachers (N=100)	9	15	29	28	19	100	24.0	47.0
	Students (N=250)	14	14	22	30.8	18.8	100	28.4	49.6
6	Administrators(N=18)	5.6	17	33.3	22.2	22.2	100	22.3	44.4
	Teachers (N=100)	3	11	26	43	17	100	14.0	60.0
	Students (N=250)	17.6	19	24.8	22.8	16	100	36.4	38.8
7	Administrators(N=18)	16.7	17	22.2	27.8	16.6	100	33.4	44.4
	Teachers (N=100)	7	16	36	26	15	100	23.0	41.0
	Students (N=250)	12.4	22	24.6	29.2	10.4	100	34.0	39.6
8	Administrators(N=18)	0	5.6	33.3	16.7	44.4	100	5.6	61.1
	Teachers (N=100)	2	11	21	43	23	100	13.0	66.0
	Students (N=250)	9.8	15	25.6	36	14	100	24.6	50.0
9	Administrators(N=18)	0	5.6	33.3	22.2	38.9	100	5.6	61.1
	Teachers (N=100)	6	10	27	37	20	100	16	57
	Students (N=250)	11.6	16	25.6	30.8	16	100	27.6	46.8
10	Administrators(N=18)	0	0	22.2	11.1	66.7	100	0	77.8
	Teachers (N=100)	3	5	11	37	44	100	8	81
	Students (N=250)	10.8	11	18.4	34.4	25.6	100	21.6	60
11	Administrators(N=18)	0	0	27.8	38.9	33.3	100	0	72.2
	Teachers (N=100)	1	4	14	35	46	100	5	81
	Students (N=250)	9.2	12	22.8	31.6	24.8	100	20.8	56.4
12	Administrators(N=18)	0	5.6	16.7	33.3	44.4	100	5.6	77.7
	Teachers (N=100)	0	4	18	33	45	100	4	78
	Students (N=250)	12.8	10	17.2	27.2	32.4	100	23.2	59.6
13	Administrators(N=18)	11.1	11	11.1	27.8	38.9	100	22.2	66.7
	Teachers (N=100)	4	6	16	31	43	100	10	74
	Students (N=250)	18.8	14	24	24	19.6	100	32.4	43.6
14	Administrators(N=18)	5.6	5.6	27.8	33.3	27.8	100	11.2	61.1
	Teachers (N=100)	6	12	33	26	24	100	18	50
	Students (N=250)	20	24	23.2	20.8	12.4	100	43.6	33.2
15	Administrators(N=18)	33.3	22	33.3	11.1	0	100	55.5	11.1
	Teachers (N=100)	14	23	41	12	10	100	37	22
	Students (N=250)	18.8	27	26	18.4	10	100	45.6	28.4
16	Administrators(N=18)	5.6	17	27.8	27.8	22.2	100	22.3	50
	Teachers (N=100)	6	12	35	26	21	100	18	47
	Students (N=250)	7.2	12	26.4	28.4	25.6	100	19.6	54

All figures are in Percentages. SD= Strongly Disagree. D= Disagree UD=Undecided A=Agree SA= Strongly Agree

Statement .1 Physical health problems on body organs

Statement .2. Aggressiveness

Statement. 3 Isolation of self.

Statement. 4. Anxiety

Statement.5. Thinking that I am naturally lazy

Statement. 6. Being victims of bad habits, such as drinking smoking, chewing "Chat", etc.

Statement 7. Showing hostility toward students.

Statement 8 Showing hostility toward teachers

Statement 9. Showing hostility toward the school

Statement 10. Showing hostility toward learning

Statement 11. Violence

Statement 12. Giving up hope in learning due to the belief that it is a reality to become un employed after completing schooling

Statement 13. Giving up hope in learning due to the belief that employment is by ethnic identity rather that school performance

Statement 14. Giving up hope in learning due to the belief that learning plays little role to get good job and status

Statement 15. Giving up hope learning due to the belief that getting good result is subjected to the teacher rather than study hard

Statement 16 Giving up hope in learning due to lack of support

Regarding statement 1 of table 10, though only 3 percent of the teachers and 12.4 percent of the students agreed, 66.7 percent of the administrators, 79 percent of the teachers and 59.6 percent of the students disagreed Therefore, from the above information one can conclude that students with frequent discipline problems in the schools have no physical health problems on body organs.

As to statement 2 of the table, 66.6 percent of the administrators, 82 percent of teachers and 62 percent of the students confirmed that students with frequent discipline problems in the schools have aggressive behavior.

Concerning statement 3 of table X which raised the issue whether psychological health problem – Isolation of ones self from others would be reflected or not by students with frequent discipline problems. Accordingly, most of the administrators (37.9 percent) teachers (36 percent) and students (40 percent) indicated that isolation of ones self wouldn't be reflected by students with frequent discipline problems in the schools.

Statement 4 of table X raised the issue that whether or not students with frequent discipline problems in the schools showed anxiety. Accordingly, 44.4 percent of administrators, 21 percent of the teachers and 44.4 percent of the students' responded, reported that anxiety was not reflected by students' with frequent discipline problems in the schools under consideration.

As to statement 5, whether or not students with frequent discipline problems in the schools have negative self image thinking that, I am naturally lazy. As shown in the table, 55.5 percent of the administrators, 47 percent of the teachers and 49.6 percent of the students disclosed that the students with frequent disciplinary problems in the schools under study were suffering from negative self image (inferiority complex) believing that they were naturally lazy.

Regarding statement 6 of table X, which presents "students with frequent discipline problems have been victims of bad habits such as smoking, drinking, chewing "Chat" etc". As indicated in the table, 44.4 percent of the administrators 60 percent of the teachers and 47.6 percent of the students disclosed that students with frequent discipline problems in the schools under consideration were victims of bad habits such as drinking, smoking, chewing "Chat" etc.

Statement 7, 8, 9 and 10 raised the issues whether or not students with frequent discipline problems in the schools show hostile feelings towards students, teachers, learning and the school. As shown in the table, the majority of the respondents reported that students with frequent discipline problems in the schools show hostile feelings to wards students, teachers learning and the school.

For statement 11 of the table in which the issue "students with frequent disciplinary problems have superiority complex-threatening others with physical force (violence)" was raised, as shown in the table, though 5 percent of the teachers and 20.8 percent of the students responded disagreed , 72.2 percent of the administrators, 81 percent of the teachers and 56.4 percent of the students replied confirmed that students with frequent discipline problems in the schools under study have superiority complex which was reflected by the application of physical force on others (violence) .

Statements 12, 13, and 14 presented the reasons that cause students to give up hope in learning. Accordingly, as indicated in the table , large proportion of the respondents reported that students with frequent discipline problems in the schools were giving up hope in learning due to the belief that there is no employment opportunity after completing schooling, employment is by ethnic identity rather than education and learning plays little role to get good job and status

Similarly, in statement 15 the issue that "students with frequent discipline problems in the schools are giving up hope in learning because good result is subjected to the teachers rather study hard" was presented. As it can be seen in the table except 11.1 percent of the administrators, 22 percent of

the teachers and 28.4 percent of the students, 55.5 percent of the administrators, 55 percent of the teachers and 45.6 percent of the students disclosed that the students were not giving up hope in learning as a result of unfair marking system of teachers in the schools.

In statement 16, the issue appeared was that student with frequent discipline problems in the schools have the feeling of hopelessness due to lack of support. Regarding the responses, except 22.3 percent of the administrators, 18 percent of the teachers and 19.6 percent of the students, 50 percent of the administrators, 56 percent of the teachers and 54 percent of the students were confirmed that the students felt hopelessness as a result of lack of support.

3.11. Mechanisms that should be employed to Prevent and/or Minimize Students' Discipline Problems in Schools

There are many mechanisms that can be used to control discipline problems of students in schools. Among these, twelve of them were appeared in the eleventh set of items of the questionnaire and given to the respondents so as to show their agreements as Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree. Finally, the responses were gathered, arranged, converted to numbers and reported in percentages as seen in Table XI for further analysis and interpretation.

9	Teachers (N=100)	55
	Students (N=200)	45.6
	Administrators (N=10)	55.5
10	Teachers (N=100)	55
	Students (N=200)	45.6
	Administrators (N=10)	55.5
11	Teachers (N=100)	55
	Students (N=200)	45.6
	Administrators (N=10)	55.5
12	Teachers (N=100)	55
	Students (N=200)	45.6
	Administrators (N=10)	55.5

All figures are in Percentages. The Source: Teacher

- Statement 1. Convincing students to retreat from misbehavior.
- Statement 2. Reinforcing good behavior.
- Statement 3. Let students work on their own.
- Statement 4. With direct or indirect disappointment with students.
- Statement 5. Helping students to develop counseling services in schools.
- Statement 6. Increasing the number of teachers as to satisfy their needs and interests.
- Statement 7. Labor work as a discipline.

Table XI. Opinions of Respondents on Mechanisms to Control (Minimize) Students' Discipline Problems

Statements No	Types of respondents	(1) SD	(2) D	(3) UD	(4) A	(5) SA	TOTAL	1 + 2	4+5
1	Administrators(N=18)	0	11.1	11.1	27.8	50	100	11.1	77.8
	Teachers (N=100)	0	1	5	20	74	100	1.0	94.0
	Students (N=250)	4	2.8	5.6	28	59.6	100	6.8	87.6
2	Administrators(N=18)	0	5.6	16.7	16.7	61.1	100	5.6	77.8
	Teachers (N=100)	0	1	8	33	58	100	1.0	91.0
	Students (N=250)	5.6	6	6.8	28	53.6	100	11.6	81.6
3	Administrators(N=18)	0	5.6	0	44.4	50	100	5.6	94.4
	Teachers (N=100)	0	0	6	28	66	100	0.0	94.0
	Students (N=250)	4.8	3.2	8.4	28.8	54.8	100	8.0	83.6
4	Administrators(N=18)	27.8	50	0	5.6	16.7	100	77.8	22.3
	Teachers (N=100)	8	14	24	29	25	100	22.0	54.0
	Students (N=250)	16.8	21.6	19.2	22.4	20	100	38.4	42.4
5	Administrators(N=18)	11.1	5.6	0	22.2	61.1	100	16.7	83.3
	Teachers (N=100)	2		2	6	24	66	2.0	30.0
	Students (N=250)	6.4	3.6	12.4	37.2	40.4	100	10.0	77.6
6	Administrators(N=18)	1.1	0	11.1	22.2	55.6	100	1.1	77.8
	Teachers (N=100)	0	3	7	30	60	100	3.0	90.0
	Students (N=250)	7.2	6.4	11.2	33.1	44	100	13.6	77.1
7	Administrators(N=18)	33.3	50	5.6	5.6	5.6	100	83.3	11.2
	Teachers (N=100)	31	42	19	6	2	100	73.0	8.0
	Students (N=250)	34.4	28.4	25.2	8	4	100	62.8	12.0
8	Administrators(N=18)	55.6	27.8	5.6	11.1	0	100	83.4	11.1
	Teachers (N=100)	56	31	9	4	0	100	87.0	4.0
	Students (N=250)	54	25.2	13.2	4	3.6	100	79.2	7.6
9	Administrators(N=18)	61.1	27.8	5.6	5.6	0	100	88.9	5.6
	Teachers (N=100)	59	28	9	3	1	100	87.0	4.0
	Students (N=250)	50	26.4	11.2	7.6	4.8	100	76.4	12.4
10	Administrators(N=18)	33.3	33.3	11.1	16.7	5.6	100	66.6	22.3
	Teachers (N=100)	37	36	19	6	2	100	73.0	8.0
	Students (N=250)	25.6	28	18.4	20	8	100	53.6	28.0
11	Administrators(N=18)	5.6	16.7	11.1	33.3	33.3	100	22.3	66.6
	Teachers (N=100)	6	3	13	51	27	100	9.0	78.0
	Students (N=250)	10	14.4	17.2	36.4	22	100	24.4	58.4
12	Administrators(N=18)	5.6	11.1	0	27.8	55.6	100	16.7	83.4
	Teachers (N=100)	5	6	9	37	47	100	11.0	84.0
	Students (N=250)	14.8	17.6	21.2	26.4	20	100	32.4	46.4

All figures are in Percentages. SD= Strongly Disagree. D= Disagree UD=Undecided
A=Agree SA= Strongly Agree

- Statement.1 Convincing students about the destructive effect of bad behavior so as to retreat from misbehaving
- Statement 2. Reinforcing good behavior by rewarding
- Statement 3. Let students correct their bad behavior by offering advice and reprimand
- Statement 4. With drawl of love from student with misbehavior temporarily to show disappointment with misbehavior of students so as to give time to correct it by them
- Statement 5. Helping students with disciplinary problems through continuous counseling services in school to adjust themselves
- Statement 6. Increasing the role of students participation in co-curricular activities so as to satisfy their needs and adjust their emotional feelings
- Statement 7. Labor work as punishment

- Statement 8. Corporal punishment (beating, boxing, Slapping, etc)
- Statement 9. Reducing mark from results of the student
- Statement 10. Sarcasm (humiliating criticism)
- Statement 11. Suspension from schooling
- Statement 12. Dismissal from the school

Regarding responses to statement 1 of table XI, 77.8 percent of the administrators, 94 percent of the teachers and 87.6 percent of the students responded disclosed that one of the acceptable mechanisms to control discipline problems in the schools should be convincing students about the destructive effects of bad behavior so as to retreat from misbehaving.

In relation to the responses to statement 2 of the above table, except a few portion of the respondents, 77.8 percent of the administrators, 91 percent of the teachers and 81 percent of the students reported that reinforcing good behavior of students by rewarding should be one of the methods used to control/minimize students discipline problems in the schools

Similarly, the responses to statement 3 of the same table, though only 5.6 administrators and 8 percent of students respond disagree, 94.4 percent of the administrators, 94 percent of teachers and 85.6 percent of the students expressed their agreement that it is recommendable to use advice and reprimand so as to give students a chance to correct their bad behavior.

With regard to the responses to statement 4 of the table, 22.2 percent of the administrators, 54 percent of the teachers and 42.4 percent of the students were agreed while 77.8 percent of the administrators, 22 percent of the teachers and 38.4 percent of the students disagreed. Therefore, based on the majority responses we realize that except the administrators most of the teachers and students perceived that “withdrawal of teachers’ friendly relationship from students temporarily can give them time to correct their misbehaviors by themselves” was one of the acceptable mechanisms used to control students discipline problems in the schools.

As the responses to statement 5 of the above table indicated, 83.3 percent of the administrators, 90 percent of the teachers and 77.6 percent of the students reported that “helping students with frequent discipline problems through continuous counseling services should be one of the mechanisms used to control/minimize student’s disciplinary problems in the schools

Regarding to responses to statement 6 of the above table, 77.8 percent of the administrators, 90 percent of the teachers and 75.2 percent of the students disclosed that “Increasing participation of students in co-curricular activities in the schools so as to satisfy their physiological and psychological needs” was one of the commendable mechanisms to control/minimize student’s disciplinary problems in schools.

Statement 7, 8, 9, and 10 were presented labor work, corporal punishment, reducing mark from the results of students and humiliating criticism as mechanisms to control/minimize students' discipline problems. Accordingly, as indicated in the table, most of the respondents disclosed that the mechanisms mentioned above do not bring changes on the behaviors of students or ineffective to control or minimize students' discipline problems in schools. Thus, they strongly recommended not to be practiced in the schools as means to resolve students' disciplinary problems.

Concerning responses to statement 11 of the table, 66.6 per cent of the administrators, 79 per cent of the teachers, 58.4 per cent of the students agreed while 22.3 per cent of the administrators, 9 per cent of the teachers and 24.4 per cent of the students disagreed. Hence from the above information one can conclude that "suspension based on the rules and regulations of the schools if a student repeatedly creates problems" was an acceptable means to control (minimize) students' disciplinary Problems.

Concerning the responses to statement 12 of the table, only 16.7 per cent of the administrators, 11 per cent of the teachers and 32.4 per cent of the students disagreed while 83.4 per cent of the administrators, 84 per cent of the teachers and 46.4 per cent of the students were agreed. Thus, based on the majority responses, we can realize that dismissal from the school when the problem created by the student is so serious and believed to be obstacle for the whole activities of the teaching- learning process in the school

CHAPTER-IV SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations. The first part deals with the summary of what have already been treated in the previous chapters followed by the conclusions of the fundamental findings of the study. Finally, based on the findings and conclusions drawn, some possible recommendations would be forwarded.

4.1 Summary

The purpose of this study was to assess the current condition of students' disciplinary problems in the schools so as to investigate the frequently observed types of students' disciplinary problems in order to identify the major causes for these problems. Then after, possible interventions that can help to diagnosis and treat the problems would be recommended.

To this end, the study was expected to give answers for the following basic questions.

1. What is the current condition of students' disciplinary problems in the schools?
2. What kinds of students disciplinary problems are frequently observed in the schools
3. What are the problems created by the undisciplined students out side their school compound?
4. What are the community, family, school, peer groups and students personal characters related factors which contribute to students' disciplinary problems?
5. What interventions/mechanisms/ should be employed to attain and sustain good discipline in the schools?

To achieve the objectives of the study, a questionnaire consisting eleven set of questions (including bio-data of the respondents) with close-ended and a few of open-ended types was prepared in Amharic and distributed to samples of 284 students, 124 teachers and 18 school administrators to gather the necessary data for the study. Among these 88 percent of the students, 83.3 percent of the teachers and all of the administrators i.e. 100 percent, filled the questionnaire and returned. Based on the frequency count, the raw data were tallied, tabulated, analyzed and the major findings were summarized as follows:

1) Out of the total teacher respondents, 86 percent were males and 14 percent were females. But, there was not a single female administrator in the sample of administrator respondents, this signifies that let alone females to occupy managerial position, their participation in teaching at secondary school level were very low. But, the gap between male students (56.8 %) and female students (43.2 %) attending their education in TVET and secondary schools under consideration was small as compared to teachers. This indicates that secondary school attendance of female students has increased. Regarding age of the respondents, the majority of teacher and administrator respondents

were in the group of 30-39 years. This implies that both the administrators and teachers were matured to take responsibility and can serve for a longer time in the future. As to service years, most of them served above 15 years and hence one can assume that they were developed experience in the profession. This was also shown in the career level reached, i.e. most of them were at the level of higher teacher and above. In relation to marital status, most of the teachers were married and most the administrators were single. Regarding, the academic profile of the administrators and teachers, it indicated far to attain what was stipulated in the New Education and Training Policy, a first degree as a minimum requirement in secondary or TVET level for the great majority of the administrators (94 percent) and teachers (69 percent). This low level of qualification of administrators and teachers can lead as to conclude that it was one of the causes for student's disciplinary problems in the schools under the study.

2) Regarding the current condition of students' discipline problems in the schools under the study, the great majority of the total respondents disclosed that students' disciplinary problems in the schools were more serious when compared with other similar secondary schools. Though, the disciplinary problems of male students were higher than female students, it was found that disciplinary problems of female students were increasing from time to time in the schools under the study. Furthermore, teachers' personality was found to be a role model for their students, though the students did not benefit from it. Despite of the fact that participation of students in co-curricular activities helps them in satisfying their physiological and psychological needs which in turn has positive impact on students' behaviors, the findings disclosed that material and professional support from the school administration and the teachers to strengthen co-curricular activities in the schools was non-existent. Thus, the participation of students in co-curricular activities was found to be very limited and the establish clubs in the schools were very few and weak.

3. According to the findings of the study, the first five most serious and frequent students' disciplinary problems were: 1) Tardiness 2) Truancy 3) Cheating during examination 4) Disturbing in the classroom 5) Not doing homework. Similarly, the second five most serious and frequent students' disciplinary problems were: 1) Disrespecting the school community 2) Fighting among each other 3) Forcing clever students to give them exam answers 4) Calling teachers by their names or nick names by being at a hidden place 5) Disobedience to teachers orders. Though, the above mentioned students discipline by problems were identified as most serious ones, there were eight other types of disciplinary problems of students in these schools.

4. With respect of the types of problems committed by undisciplined students outside the school compound were found to be calling teachers name, insulting teachers, beating teachers, forcing teachers to add marks, beating students, committed robbery on students and sexual harassment on female students. On top of this, the problems created by these undisciplined students in the community were found to be robbery and sometimes stabbing others with knife.

5. It was found that students with frequent discipline problems in these schools come from medium economic background families, low economic background families, families with large family size, families who lack offering love to their children, families known by indulgent parenting style, families being single as a result of divorce, families having low attitude to education and families with frequent conflicts.

6. The community related factors for students disciplinary problems in the schools were found to be unemployment problem, low standard of living as a result of low income of the community members, the camping life of workers which differentiates their living standards, the increasing number of illegal video houses in the community, undermining unskilled labor and those ethnic members who engaged in unskilled labor (cutting sugarcane)

7. The school-related factors for student's disciplinary problems were found to be lack managerial competence of principals, lack of facilities, lack of fence around the schools, large class sizes (crowdedness), personality problems of the teachers and teachers' teaching skill problems.

8. Regarding the peer groups relations it was found that students with frequent discipline problems in the schools were spending time with peer group members which were having low academic performances, repeating many years in one grade, disturbing peace of the community, and having no interest in learning.

9. With regard to personal problems- related factors, students with frequent discipline problems in the schools were found to have psychological health problems such as aggressiveness, feelings of violence, hostility and giving up hopes.

10. As to the findings of the study, the mechanisms /ways/ which can prevent and/or minimize students disciplinary problems in these schools were:

- Convincing the students about the destructive effects of bad behaviors so as to retreat from misbehaving
- Reinforcing good behavior of students by rewarding
- Helping students with frequent discipline problems in schools by offering continuous counseling services
- Increasing the role of students participation in co-curricular activities

- Offering advice and reprimand
- Withdrawal of friendly relationship from the student with frequent discipline problems so as to give time to correct himself
- Suspension from the school based on the school's rules and regulations if the students repeatedly create problems
- Dismissal from the school as a last resort if the students' disciplinary problem found to be serious and believed to be obstacle for the teaching -learning process in the school

4.2. Conclusions

Based on the findings of the study summarized in the previous sections the following conclusions were drawn

- 1) Discipline is essential to smooth functioning in schools. It is also necessary to maintain effective and efficient learning environment because learning required calm and uninterrupted conditions. But if we consider the findings of the study in the schools under consideration, it is safe to conclude that learning was adversely affected since student's disciplinary problems were so serious in the schools.
- 2) Students were showing disciplinary problems partially due to the causes related to the community in which they were living
- 3) Students in the schools under study were creating disciplinary problems partly due to causes rooted in the family/home/ environment in which they were brought up
- 4) Disciplinary problems of students in the schools were partly caused by the influences of peer groups having socially unacceptable behaviors.
- 5) There is a reason to conclude that the disciplinary problems reflected by the students in the schools were caused partly by the factors deep rooted in the school-related problems.
- 6) The student's disciplinary problems shown in the schools under study were partially the results of psychological problems of the students.
- 7) From the suggested mechanisms that should be employed to prevent and/or minimize students' disciplinary problems in the schools, one can safely conclude that there seems a shift of attitude to use more of psychological methods of treatments than physical methods of treatments (corporal punishments) to control students' disciplinary problems in the schools.

4.3 Recommendations

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

1) As the study disclosed that students were reflecting of socially unacceptable behaviors in the schools under consideration. As many writers in the field asserted, the smooth functioning of teaching learning process was adversely affected because poor students' discipline can have negative effects on classroom atmospheres, students' learning and teachers' effectiveness. One of the major cases for such serious students' disciplinary problems, as observed from the findings of the study, was lack of competent management in the schools. "Serious disciplinary infractions, especially, if continuous are regarded as evidence of incompetent management" (Yeager; 1949: 265). Thus to reduce disciplinary problems to the lowest possible level in these schools, the principal ship positions should be occupied by competent educational managers. By so doing, half the success of the school can be achieved because these competent educational managers can apply their human, technical and conceptual skills to:

- Enforce the rules and regulations of the schools and hence students can get awareness of these school rules.
- Apply the rules and regulations consistently to maintain good discipline in the schools
- Create pleasant working conditions in the schools that can contribute to effective teaching learning process.
- Plan and execute developmental activities in the schools.
- Establish good communication between the schools and all concerned stake holders.
- Develop team work spirit in the school community.

As a result of effective implementation of the above activities most of the school related factors for students disciplinary problems will be melted way. Therefore, the concerned education officials have to consider the conditions of the schools and assign competent qualified and experienced educational managers (principals) in these schools.

2) Increasing the participation of students in co-curricular activities by establishing different clubs in the schools. Co-curricular activities assist students in solving many of their problems, such as disciplinary and serve as an outlet for natural instincts, emotions and adolescent enthusiasm and as a rallying point of schools spirit. Co-curricular activities have provided for

such ideals of secondary education as good citizenship, developing responsibility, self direction, leadership training, follower ship and fellowship, co-operation with others, subordination of self for the common good, schools spirit, vocational choices and characters building (Yeager; 1949:233). But the very purpose of co-curricular activities in the school-learning by doing, seems to be forgotten because the clubs established were very few and the participation of students in these clubs were also very low .

Therefore, in order to give practical solutions for schools with frequent discipline problems of students, increased emphasis upon learning through co-curricular activities should be encouraged and executed in the schools. To this end, based on the needs of the students the school management has to work with teachers and students to establish different clubs such as environmental protection club, Anti AIDS club, photography club, scouting, dramatic club, Mini-Media etc in order to strengthen co-curricular activities in the schools. For effective implementation of club activities financial resources may be secured from NGOs working on integrated development programs in the community. In order to co-curricular activities serve its purposes, the school's wise administrative direction, the teachers' sponsorship and guidance as well as active participation of students is indispensable.

3) As the findings of the study indicated students with frequent discipline problems in the schools have the problem of aggressiveness, hostile feelings to wards students, teachers, and the school as well as giving up hope in learning. Thus, in order to help these students adjust to the real life's demands, the guidance and counseling services in these schools should be organized with necessary faculties and qualified professional personnel in the field so as to provide the services adequately to the needy.

4) According to the findings of the study over crowdedness and lack of fence around the schools were among the major problems of schools related factors for students' disciplinary problems. Therefore, the school management with the collaboration of Parent -Teacher Association of the school, has to mobilize the community surrounding the school, management and board members of the factories, particularity, the large number of factory workers to gain the commitment and cooperation of them to raise funds that are necessary to construct new additional classrooms, the school fence and to purchase adequate facilities.

5) The school's leadership has to work towards intensifying good school- parent communication so as to strengthen the home schools cooperation and co-action. This is because

the behavior problems are rooted partly in the home and also partly in the schools environments. Genuine home -school coöperation can produce fruitful information and lead to correction of misbehaviors (kujoth, 1970:136). Therefore, the school has to organize and facilitate parents -teacher meetings, teachers home visit, conferences, school visits by parents in order to provide opportunity for establishing rapport between the home and the school, for exchanging valuable information between parents and teachers and for concerted attack upon the causes of misbehavior by devising appropriate mechanisms.

6) As the findings of the study indicated that problem of teaching skills of teachers was one of the major causes for students' disciplinary problems in the schools. This was because the qualification of most of the teachers (69%) was below the minimum requirement to teach in secondary schools. Thus, the concerned education officials have to give due attention to this problem and offer more access than others to in- service trainings to these teachers in order to upgrade their academic competence .

7) The other teacher- related factor that contributed to students' disciplinary problems in the schools was poor teachers' personality. As the findings of the study disclosed that teachers teaching in the schools under consideration committed psychological abuse such as, insulting and humiliating critics on students. This indicates that the teachers are still with the attitude of authoritarian (traditional) discipline. Thus, the concerned education officials have to devise mechanisms such as work shops, seminars, panel discussion, etc so as to change this attitude and equip them with the attitude of democratic discipline i.e. teachers should be firm, fair, and friendly. On top of this, attention should be given to pre- service teacher education to include courses which give emphasis to the Approach of Democratic Discipline.

8) The students were giving up hope in learning due to fear of unemployment after completing schooling was found to be one of the problems for students' disciplinary problems in the schools. But if TVET programs included courses like manufacturing and irrigation agriculture, the access to employment in highly labor intensive sugar factories and sugarcane plantation will be high after completion of the training which in turn motivates students to learn. Thus, departments of the above mentioned fields should be opened in the schools by concerned officials.

9) The students will get an opportunity to see themselves regarding discipline problems in the schools if genuine peer review is done in individual classroom at least once in a month for one hour. Hence, the school has to facilitate and organize a monthly peer review session at classroom level under the leadership of every homeroom teacher.

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- አረጋ ባዘዘው (1995) "በአዊ መስተዳድር ዞን በሚገኙ ከፍተኛ ሀሳቦች ደረጃ ትምህርት ቤቶች የስነ-ምግባር ችግርና የመፍትሔ ሃሳብ" ግርማ ሃድጉ እና ደሳለኝ ሳሙኤል (አዘ) *መጽሔት-ትምህርት*: ቅጽ 6 ቁጥር 14

ትምህርት ኮሌጅ

የትምህርት ዕቅድና ሥራ አመራር ት/ክፍል

ድህረ ምረቃ ትምህርት ፕሮግራም

ለጥናትና ምርምር የሚውል መረጃ መሰብሰቢያ መጠይቅ

በመምህራን የሚሞላ

ማሳሰቢያ ይህ መጠይቅ የተዘጋጀው በአሮሚያ ክልል በምሥራቅ ሸዋ ዞን በሚገኙት የመርቲና ወንጂ 2ኛ ደረጃ ት/ቤቶች (9ኛ 10ኛ እና መስናዶ ትምህርት እንዲሁም ቴክኒክና ሙያ) ከሚያስተምሩ መምህራን መረጃ ለመሰብሰብ ነው። የመረጃው አስፈላጊነት መማር ማስተማሩን የሚጎዱ የአንዳንድ ተማሪዎች ሥነ-ምግባር ጉድለት ችግሮችን ለማጥናት ነው። ስለሆነም ይህንን ጥናት ለማሳካት ተጨባጭ መረጃ በጣም አስፈላጊ በመሆኑ በዚህ መጠይቅ ውስጥ ለተጠየቁት ጥያቄዎች ትክክለኛ ምላሽ እንዲሰጡበት ስጠይቅ በዚህ መጠይቅ የተሰበሰበው መረጃ ከላይ ከተጠቀሰው ጥናት ውጪ ለሆነ ዓላማ በምንም መልኩ አይውልም። በተጨማሪም በዚህ መጠይቅ ላይ ስም መጻፍ አያስፈልግም። ይህንን መጠይቅ በመሙላት ላደረጉልኝ ቀና ትብብር በቅድሚያ አመሰግናለሁ።

ክፍል 1 የመግቢያ ጥያቄዎች

ለሚከተሉት ጥያቄዎች በተሰጡት ሳጥኖች የራይት (✓) ምልክት በማድረግ ስምምነትዎን ይግለፁ።

- የታ ☐ ሀ) ወንድ ☐ ለ) ሴት ☐
- ዕድሜ ☐ ሀ) ከ 50 ዓመት በላይ ☐ ለ) ከ40-50 ዓመት ☐ ሐ) 30-40 ዓመት ☐ መ) ከ 20 - 30 ዓመት ☐ ሠ) ከ 20 ዓመት በታች ☐
- የትምህርት ደረጃ ☐ ሀ) MA/MSc. ☐ ለ) BA/BSc ☐ ሐ) 12+3 ☐ መ) 12+2 ☐ ሠ) 12+1 ☐
- የአገልግሎት ዘመን ☐ ሀ) ከ 4 ዓመት በታች ☐ ለ) ከ4-6 ዓመት ☐ ሐ) 7-10 ዓመት ☐ መ) ከ 11 - 15 ዓመት ☐ ሠ) ከ 15 ዓመት በላይ ☐
- የጋብቻ ሁኔታ ☐ ሀ) ያገባ ☐ ለ) ያላገባ ☐ ሐ) ሌላ ☐
- በመምህራን የደረጃ መሰላል የደረሱበት ☐ ሀ) ጀማሪ መምህር ☐ ለ) መለስተኛ መምህር ☐ ሐ) መምህር ☐ መ) ከፍተኛ መምህር ☐ ሠ) ተባባሪ መሪ መምህር ☐ ረ/ መሪ መምህር ☐

መግለጫ:-የስምምነት ደረጃን ለማሳየት የምንጠቀምባቸው ገላጮች በሚከተለው ሁኔታ በቁጥር ተወክለዋል።

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

ስለዚህ:- በአያንዳንዱ ጥያቄ ፊት ለፊት የስምምነት ደረጃን ከሚያሳዩት ቁጥሮች በታች በሚገኙት ሳጥኖች ውስጥ በሚስማሙበት የ ✓ ምልክት በማድረግ ያሳዩ።

ትምህርት ኮሌጅ

የትምህርት ዕቅድና ሥራ አመራር ት/ክፍል

ድህረ ምረቃ ትምህርት ፕሮግራም

ለጥናትና ምርምር የሚውል መረጃ መሰብሰቢያ መጠይቅ

በትምህርት ቤቱ ተማሪዎች የሚሞላ

ማሳሰቢያ :- ይህ መጠይቅ የተዘጋጀው በኦሮሚያ ክልል በምሥራቅ ሸዋ ዞን በሚገኙት የመርቲና ወንጂ 2ኛ ደረጃ ት/ቤቶች (9ኛ፣10ኛ እና መሰናዶ ትምህርት እንዲሁም ቴክኒክና ሙያ) ከሚማሩት ተማሪዎች መረጃ ለመሰብሰብ ነው። የመረጃው አስፈላጊነት መማር ማስተማሩን የሚጎዱ የአንዳንድ ተማሪዎች ሥነ-ምግባር ጉድለት ችግሮችን ለማጥናት ነው። ስለሆነም ይህንን ጥናት ለማሳካት ተጨባጭ መረጃ በጣም አስፈላጊ በመሆኑ በዚህ መጠይቅ ውስጥ ለተካተቱት ጥያቄዎች ትክክለኛ ምላሽ እንዲሰጡበት ስጠይቅ በዚህ መጠይቅ የተሰበሰበው መረጃ ከላይ ከተጠቀሰው ጥናት ውጪ ለሆነ ዓላማ በምንም መልኩ አይውልም። በተጨማሪም በዚህ መጠይቅ ላይ ስም መፃፍ አያስፈልግም። ይህንን መጠይቅ በመሙላት ለተደረገልኝ ቀና ትብብር በቅድሚያ አመሠግናለሁ።

ክፍል 1 የመግቢያ ጥያቄዎች

ለሚከተሉት ጥያቄዎች በተሰጡት ባዶ ቦታዎች ውስጥ በመሙላት ይግለፁ

1. ፆታ:- _____
2. ዕድሜ:- _____
3. የትምህርት ደረጃ _____
4. ትምህርት ቤት _____

መግለጫ:-የስምምነት ደረጃን ለማሳየት የምንጠቀምባቸው ገላጮች በሚከተለው ሁኔታ በቁጥር ተወክለዋል።

በጣም እስማማለሁ = 5

እስማማለሁ = 4

ለመወሰን እችላለሁ = 3

አልስማማም = 2

በፍፁም አልስማማም = 1

ስለዚህ:- በእያንዳንዱ ጥያቄ ፊት ለፊት የስምምነት ደረጃን ከሚያሳዩት ቁጥሮች በታች በሚገኙት ሳጥኖች ውስጥ በሚስማሙበት የ ✓ ምልክት በማድረግ ያሳዩ።

ክፍል 2

ስለ ት/ቤታዎ ወቅታዊ ሁኔታ ይገልጻሉ ተብለው የሚገመቱ የተለያዩ አስተያየቶች ከዚህ በታች ተዘርዝረዋል። በእነዚህ አስተያየቶች የእርስዎን የስምምነት ደረጃ በተገቢው ገላጭ (ቁጥር) ስር በተሰጠው ሳጥን ውስጥ የ ✓ ምልክት በማድረግ ያሳዩ።

ተ.ቁ	የተሰነዘሩ አስተያየቶች	የስምምነት ሁኔታ			
		5	4	3	2
1	የተማሪዎች የስነ-ምግባር ጉድለት የት/ቤታችሁ ዋነኛ ችግር ነው።				
2	ከሌሎች 2ኛ ደረጃ ት/ቤቶች ጋር ሲነፃፀር የት/ቤታችሁ የተማሪዎች ስነ-ምግባር ችግር ከፍተኛ መሆኑ ተለይቶ ይታወቃል				
3	የተማሪዎች ስነ-ምግባር ችግር የሚያጋጥማቸው ሴት መምህራንን ብቻ ነው።				
4	የተማሪዎች ስነ-ምግባር ችግር የሚያጋጥማቸው ወንድ መምህራንን ብቻ ነው።				
5	የተማሪዎች ስነ-ምግባር ችግር የሚያጋጥማቸው ወንድ ወይም ሴት መምህራንን ሳይለይ ሁለቱንም ነው።				
6	የአብዛኛዎቹ የት/ቤታችሁ መምህራን ሁለተኛ ደረጃ ስብዕና ለተማሪዎቻቸው መልካም አርአያ (Role Model) የሚሆን ነው።				
7	ወንዶች ከሴቶች የበለጠ የተማሪ ስነ-ምግባር ጉድለት ችግር ይታይባቸዋል				
8	በት/ቤታችሁ የሴት ተማሪዎች የስነ-ምግባር ጉድለት ችግር ቀስ በቀስ በማደግ ላይ ነው።				
9	አብዛኛዎቹ ተማሪዎች የት/ቤቱን ግቢ ውበትና ንፅህና በመጠበቅ ረገድ በፍላጎት በመሳተፍ ኃላፊነትን መወጣትና ለብዙሃን መልካም ነገር መስራትን ይለማመዳሉ።				
10	በት/ቤቱ አስተዳደርና መምህራን መካከል ጥሩ የሆነ ግንኙነት ይታያል				
11	ለተማሪዎች ባህሪ መሻሻል እንደሚያግዙ በማወቅ የት/ቤቱ አስተዳደር በት/ቤቱ ውስጥ የተጓዳኝ ትምህርት እንዲጠናከር አስፈላጊውን ሙያዊና ቁሳዊ ድጋፍ ያደርጋል				
12	ተማሪዎች ተፈጥሯዊ ውስጣዊ ፍላጎታቸውን ለማሟላት እንዲችሉ የት/ቤቱ መምህራን የተለያዩ ክበባትን በማቋቋምና በመምራት የተማሪዎች ተሳትፎ ከፍተኛ እንዲሆን እገዛ ያደርጋሉ።				
13	ተማሪዎች በት/ቤቱ የተለያዩ ክበባት ውስጥ በብዛት በመሳተፍ የተወሰኑትን ፍላጎታቸውን ለማሟላት ይጠቀሙበታል				
14	በት/ቤቱ የተቋቋሙት ክበባት እንቅስቃሴ ከፍተኛ በመሆኑ ተማሪዎች ኃላፊነትንና በራስ የመተማመን ችሎታን ለማዳበር ይጠቀሙበታል				
15	የሲቪክስ ትምህርት ለተማሪዎች ስነ-ምግባር መሻሻል ከፍተኛ አስተዋጽኦ እያደረገ ይገኛል				

16. ለ15ኛው ጥያቄ አልስማም ወይም በፍፁም አልስማማም ብለው ከመለሱ ምክንያቱን ይዘርዝሩ _____

17. በት/ቤታችሁ ውስጥ የተቋቋሙት ክበባት የትኞቹ ናቸው? ከእነዚህ መሀል በጥሩ እንቅስቃሴ ላይ የሚገኙት የትኞቹ ናቸው? ደካማ እንቅስቃሴ አላቸው የሚባሉትን የትኞቹ ናቸው? ለምን? በዝርዝር ይግለፁ _____

ክፍል 3

ከዚህ በታች በት/ቤት ውስጥ በተማሪዎች በኩል ሊከሰቱ ይችላሉ ተብለው የሚገመቱ የስነ-ምግባር ጉድለቶች ተዘርዝረዋል። በእናንተ ት/ቤት ውስጥ የእያንዳንዱ ችግር መጠን የቱን ያህል እንደሆነ በሚስማሙበት አማራጭ ሥር የ (✓) ምልክት በማድረግ ሃሳብ ይስጡበት።

ተ.ቁ	የሥነ-ሥርዓት ጉድለቶች	የስምምነት ሁኔታ				
		5	4	3	2	1
1	ዘግይቶ መምጣት					
2	መውጫ ሰዓት ሳይደርስ ትምህርት ጥሎ መሄድ					
3	ቀሪ ማብዛት					
4	የቤት ሥራ ያለመሥራት					
5	አጥር መዝለል					
6	የት/ቤት ንብረት መስበር ማበላሸት ማውደም					
7	መምህርን መዋሸት					
8	ለት/ቤቱ ማኅበረ-ሰብ ትህትና አለማሳየት					
9	ከተማሪ ሥነ-ምግባር ውጭ የሆነ አለባበስ ማሳየት					
10	ፈተና መከረጃ					
11	በክፍል ውስጥ መረበሽ					
12	መምህርን ለመደባደብ ማስፈራራት					
13	መምህርን መደብደብ					
14	እርስ በርስ መጣላት					
15	ለመምህር ፍትህዊ ትዕዛዝ ተገዢ አለመሆን					
16	የሱስ ተገዢ መሆን (ጫት፣ ሲጋራ፣ አልኮል)					
17	ሌት ተማሪዎችን በማጭበርበር/በማስገደድ ለዝሙት መጋበዝ					
18	በዕድሜ የሚያንሱ ተማሪዎችን በማስገደድ የቤት ሥራ ማሰራት፤ ፅሁፍ ማስገልበጥ፤					
19	ኅበዝ ተማሪዎችን የፈተና መልስ እንዲሰጡ ማስገደድ					
20	በዕድሜ የሚያንሱትን አታሎ/ አስገድዶ ገንዘብ መውሰድ					
21	የመምህራንን ስም በመጥቀስ በየቦታው ስድብ መፃፍ					
22	መምህራንን ተደብቆ በስም ወይም በአስፀያፊ ተቀፅላ ስም መጥራት					
23	ለትምህርት አስፈላጊ የሆኑ ቁሳቁሶችን ይዞ አለመገኘት					
24	ድምጽ በሌለው መሳሪያ (ጨቤ፣ ሰንሰለት፣ ቆንጨራ) ትምህርት ቤት ውስጥ ማስፈራራት					
.	ሌላ ካለ ይዘርዘር					
.						
-						

ከላይ ከተዘረዘሩት የተማሪ ስነ ምግባር ጉድለቶች መሀከል በትምህርት ቤታችሁ ውስጥ ቅድሚያ ትኩረት ያስፈልጋቸዋል የምትሉትን 5ቱን እና ቀጥሎ ትኩረት የሚያስፈልጋቸውን አምስቱን እንደ አስቸጋሪነታቸው በደረጃ አስቀምጡአቸው።

ሀ. 1ኛ. _____ 2ኛ. _____ 3ኛ. _____ 4ኛ. _____ 5ኛ. _____

ለ. 1ኛ. _____ 2ኛ. _____ 3ኛ. _____ 4ኛ. _____ 5ኛ. _____ .

ክፍል 4

ከዚህ በታች ከት/ቤት ግቢ ውጪ ሥነ-ምግባር ባለላቸው ተማሪዎች ሊከሰቱ ይችላሉ ተብለው የሚገመቱ ትግሮች ተዘርዝረዋል። በእርስዎ አመለካከት ከት/ቤቱ ውጪ በእነዚህ ተማሪዎች የሚደርሰው ትግር መጠን ምን ያህል እንደሆነ በሚስማሙበት አመራጭ ሥር የ (✓) ምልክት በማድረግ ያሳዩ።

ተ.ቁ	ከት/ቤት ግቢ ውጪ የሚፈፀሙ የተማሪዎች የሥነ-ምግባር ጉድለቶች	የሥምምነት ሁኔታ				
		5	4	3	2	1
1	መምህራንን					
	ሀ. ተደብቆ ስም መጥራት					
	ለ. መሳደብ					
	ሐ. መደብደብ					
	መ. ንብረት መቀማት					
	ረ. ማርክ እንዲጨምሩ በጉልበት ማስገደድ					
	. ሌላ ካለ ይገለፅ					
	-					
2	ተማሪዎችን					
	ሀ. መደብደብ					
	ለ. ንብረት መቀማት					
	ሐ. በሴት ተማሪዎች ላይ የወሲብ ትንክሳ ማድረግ					
	መ. አስገድዶ መድፈር					
	. ሌላ ካለ ይገለፅ					
	-					
3	ከአካባቢው ወጣት ጥፋተኞች ጋር በማበር በህብረተሰቡ ውስጥ የተለያዩ ወንጀሎችን መፈፀም					
	ሀ. በጉልበት መቀማት					
	ለ. መደብደብ					
	ሐ. በስለት መውጋት					
	መ. አስገድዶ መድፈር					
	. ሌላ ካለ ይገለፅ					
	.					

ክፍል 5

በት/ቤታችሁ የሥነ-ምግባር ጉድለት ትግር በመፍጠር የሚታወቁትን ተማሪዎች የቤተሰባቸውና አስተዳደሯቸው ሁኔታ ከዚህ በታች ተዘርዝረዋል። ከዚህ አንፃር የእርስዎን ስምምነት የ ✓ ምልክት በማድረግ ያሳዩ።

ተ/ቁ	በት/ቤቱ ውስጥ የሥነ-ምግባር ትግር በብዛት የሚያንፀባርቁ (የሚያሳዩ) ተማሪዎች የቤተሰብ ሁኔታ በአብዛኛው	የሥምምነት ሁኔታ				
		5	4	3	2	1
1	ከፍተኛ የኑሮ ደረጃ ካላቸው ቤተሰብ የመጡ ናቸው					
2	መካከለኛ የኑሮ ደረጃ ካላቸው ቤተሰብ የመጡ ናቸው					
3	ዝቅተኛ የኑሮ ደረጃ ካላቸው ቤተሰብ የመጡ ናቸው					
4	የቤተሰብ ብዛት ካላቸው ቤተሰብ የመጡ ናቸው					
5	የቤተሰብ ፍቅር አናሳ የሆነባቸው ናቸው					
6	የቤተሰብ ቁጥጥር የጎደላቸው / ስድ ተለቀው ያደጉ ናቸው					
7	ወላጆቻቸው ከተፋቱ በኋላ በአንዱ (በእናት ወይም በአባት) ስር ብቻ ካደጉ ቤተሰብ የመጡ ናቸው					
8	አንዱ ወይም ሁለቱም ወላጆቻቸው የሞቱባቸው ናቸው					
9	ከዘመድ ተጠግተው የሚኖሩ ናቸው					
10	ራሳቸውን ችለው የሚኖሩ ናቸው					
11	ለትምህርት ያላቸው ግምት አናሳ ከሆነ ቤተሰብ የመጡ ናቸው					
12	በቤታቸው ውስጥ ጭቆና ና ንቅርክ ከሚያዘውትሩ ቤተሰብ የመጡ ናቸው					
.	ሌላ ካለ ይዘርዝሩ					
.						
-						
-						

ክፍል 6

ትምህርት ቤቶች የሚገኙበት ማህበራዊ-ሰብ /Community/ ጋር ተያያዥነት ያላቸውና ተማሪዎች ለሚያሳዩት የስነ-ምግባር ጉድለት መከሰት መንስዔ ይሆናሉ ተብለው የሚገመቱ ችግሮች ተዘርዝረዋል፡፡ ከነዚህ ውስጥ ትምህርት ቤታችሁ የሚገኝበትን ማህበራዊ-ሰብ ይወክላል የሚሉትን በሚስማሙበት አማራጭ ስር የ (✓) ምልክት በማድረግ ያሳዩ፡፡

ተ/ቁ	ለተማሪዎች የስነ-ምግባር ጉድለት ምክንያት ወይም መንስዔ የሚሆኑ የማህበረሰብ ችግሮች	የሥምምነት ሁኔታ				
		5	4	3	2	1
1	የስራ አጥነት ችግር					
2	አብዛኛው የማህበረሰቡ አባላት አነስተኛ ገቢ ምክንያት በዝቅተኛ የኑሮ ደረጃ ላይ የሚገኙ መሆኑ					
3	በካምፕ ለሰራተኞች መኖሪያ የሚሰጡት ቤቶች በሠራተኞች መካከል ያለውን የኑሮ ልዩነት የሚያሳይ ስለሆኑና ይህም በሠራተኞቹ ልጆች አስተዳደርና አስተሳሰብ ላይ ተፅእኖ ያለው መሆኑ፤					
4	ሀገራዊ የሺዲዮ ቤቶች መበራከት					
5	የጭፈራ ቤቶች በአካባቢው መገኘት					
6	ለጉልበት ስራ (ለምሳሌ አገዳ ቆረጣ) ዝቅተኛ ግምት መስጠት					
7	በጉልበት ስራ ላይ የተሰማሩ የተወሰኑ የብሔረሰብ አባላት ላይ ንቀት መኖሩ					
•	ሌሎች ችግሮች ካሉ ይጥቀሱ					
•						

ክፍል 7

ከዚህ በታች የተዘረዘሩት በት/ቤቶች በኩል ለተማሪዎች ሥነ-ምግባር ጉድለት እንዲኖር ወይም እንዲባባስ ያደርጋሉ ተብለው የሚገመቱ ችግሮች ናቸው፡፡ በእናንተ ት/ቤት ውስጥ ከተዘረዘሩት ችግሮች በሚስማሙበት አመራጭ ሥር የ (✓) ምልክት በማድረግ ሃሳብዎን ይግለፁ፡፡

ተ.ቁ	ከትምህርት ቤቱ ጋር ተያያዥነት ያላቸው ችግሮች	የሥምምነት ሁኔታ				
		5	4	3	2	1
1.	ት/ቤቱ ግልፅ የሆነ መመሪያና ደንብ የለውም					
2.	ት/ቤቱ ግልፅ የሆነ መመሪያና ደንብ ቢኖረውም ተማሪዎች አያውቁትም					
3.	ት/ቤቱ ግልፅ የሆነ መመሪያና ደንብ ቢኖረውም ት/ቤቱ አይሰራበትም					
4.	መመሪያና ደንብ ቢኖረውም በወጥነት አይተገበርም					
5.	የት/ቤቱ ርዕሰ-መምህር /ምክትል ርዕሰ-መምህር /በሰለጠነበት መ.ያና የስራ ብቃት አይመደብም፤ ስለዚህም የአመራር ድክመት ዋነኛ ችግር ነው፡፡					
6.	የት/ቤቱ አመራር አምባ ገነናዊ ነው					
7.	ት/ቤቱ አጥፊ ተማሪዎችን ተከታትሎ እርምጃ አይወስድም					
8.	የት/ቤቱ አስተዳደር መምህራን የሥራ ድርሻቸውን ባግባቡ መወጣታቸውን አይከታተልም					
9.	ት/ቤቱ በዙሪያው አጥር ስለሌለው ተማሪዎችን ለመቆጣጠር አስቸጋሪ ነው፡፡					
10.	ት/ቤቱ ከሌሎች የመንግስት መሥሪያ ቤቶች (ፖሊስ፣ ቀበሌ፣ ወዘተ) ጋር በመተባበር አጥፊ ተማሪዎችን የመከላከል ልምድ የለውም					
11.	አንዳንድ መምህራን የተማሪዎችን የሥነ-ሥርዓት ችግር በመከታተል ለመከላከልና ለማስቀረት ጥረት አለማድረግ					
12.	የመማሪያ ክፍል ጥበት መኖር ወይም በክፍል ውስጥ የተማሪዎች ቁጥር ከፍተኛ መሆን					
13.	የመቀመጫ ችግር መኖር					
14.	የላይብረሪ አለመሟላት ችግር					
15.	የስፖርትና የመዝናኛ ስፍራና ቁሳቁስ ችግር					

ክፍል 8

ከዚህ በታች በመምህራን በኩል ለተማሪዎች ሥነ-ምግባር ጉድለት ምክንያት ይሆናሉ ተብለው የሚገመቱ ችግሮች ተዘርዝረዋል፡፡ በእናንተ ት/ቤት ውስጥ ከተዘረዘሩት ችግሮች ይታያሉ የሚለትን በሚስማሙበት አማራጭ ስር የ (✓) ምልክት በማድረግ ያሳዩ፡፡

ሀ	በት/ቤቱ ያሉ አንዳንድ መምህራን የሥነ-ምግባር ጉድለት ችግሮች					
1	በስዓቱ ክፍል ያለመግባት					
2	ክፍል መዝጋት (መቅረት)					
3	ተማሪዎችን መሳደብ					
4	ተማሪዎችን መደባደብ					
5	ተማሪዎችን ያለአግባብ መንቀፍ					
6	ተማሪዎችን በዕኩል አይን ያለማየት (ማዳላት)					
7	ሴት ተማሪዎችን ለማባለግ መሞከር					
8	የክፍል ሥነ-ሥርዓትን ያለማስከበር					
9	የመምህርነትን ሥነ-ምግባር የሚጥስ አለባበስ ማዘውተር					
10	ጠጥቶ ክፍል ውስጥ መግባት					
11	ት/ቤት ውስጥ ማጨስ					
12	ተማሪዎችን በኃይል ማስፈራራት					
13	ከባድ ፈተና በማውጣት ተማሪዎችን በመጣል መበቀል					
ለ	የአንዳንድ መምህራን የማስተማር ብቃት ማነስ፤					

በት/ቤት ውስጥ የሥነ-ሥርዓት ጉድለት የሚያሳዩ ተማሪዎች የግል ችግር ዓይነቶች		የሥምምነት ሁኔታ				
		5	4	3	2	1
1	አካላዊ የጤንነት ችግር አለባቸው፤					
2	የሥነልቦና ጤንነት ችግር					
	ሀ የጠበኝነት ባህርይ (በቀላሉ መበላጨት፤ መናደድ፤ ጭቅጭቅ መፍጠር)					
	ለ ራስን ዝቅ አድርጎ መገመት					
	1. ራስን ማግለል					
	2. መጨነቅ					
	3. በተፈጥሮ ሰነፍ ሆኜ የተፈጠርኩ ነኝ ብሎ ማለብ					
	4. የሱስ ተገዥ መሆን					
	ሐ የጥላቻ ስሜት ማንፀባረቅ					
	1. ተማሪዎችን በጥላቻ ማየት					
	2. መምህራንን መጥላት					
	3. ለት/ቤት የጥላቻ መንፈስ ማሳደር					
	4. ትምህርት መጥላት					
መ	የበላይነት ስሜት ችግር /ማን አለብኝነት፤ በሀይል፤ በጉልበት መመካት					
ሠ	ተስፋ መቁረጥ					
	1. ትምህርት ጨርሶ ሥራአጥነት ብቻ ነው ትርፉ ብሎ ማለብ					
	2. ሥራ የሚገኘው በዘር ብቻ ነው ብሎ ማለብ					
	3. ትምህርት ጥሩ ሥራና ክብር ለማግኘት የሚጫወተው ሚና አናሳ ነው ብሎ ማለብ					
	4. ባጠናም ባላጠናም መምህሩ ጥሩ ውጤት አይሰጠኝም ብሎ ማለብ					
	5. ረዳት በማጣት በችግር ወዘተ ተስፋ ማጣት					
	ሌላ ካለ ይገለፅ					

ክፍል 11

ከዚህ በታች የተዘረዘሩት የተማሪዎች ሥነ-ምግባር ጉድለት ችግርን ለመቀነስ ወይም ለመቆጣጠር እንደ አማራጭ የሚወሰዱ እርምጃዎች ናቸው። በእርስዎ አመለካከት የእያንዳንዱ አማራጭ ውጤታማነት ምን ያህል እንደሆነ በሚስማሙበት የ✓ ምልክት ያሳዩ።

ተ/ቁ	የሥነ-ምግባር ጉድለት የሚያንፀባርቁ ተማሪዎችን ለማረም በአማራጭነት የሚወሰዱ እርምጃዎች	የሥምምነት ሁኔታ				
		5	4	3	2	1
1	ተማሪዎችን ስለመጥፎ ባህርያት ጎጂነት በማሳመን ከጥፋት እንዲቆጠቡ ማድረግ					
2	ጥሩ ፀባይን በመሸለም ማበረታታት					
3	ጥፋት ለሰሩ ተማሪዎች አስፈላጊውን ምክርና ተግላፅ በመስጠት ከጥፋታቸው እንዲታረሙ ማድረግ					
4	በተማሪዎች ስነ-ምግባር ጉድለት ባለመደሰት ለተወሰነ ጊዜ ፍቅርን በመንሳት በጥፋታቸው ተጸጽተው እንዲታረሙ ማድረግ					
5	በትምህርት ቤቱ ጋይዳንስና ካውንስሊንግ በኩል ተከታታይ የምክር አገልግሎት በመስጠት ከጥፋታቸው እንዲመለሱ ማድረግ					
6	የተማሪዎችን ስሜታዊነት ለመቀነስ የተለያዩ ውስጣዊ ፍላጎታቸውንም ማሟላት ይችሉ ዘንድ ተማሪዎች በተጓዳኝ ትምህርት በመሳተፍ ጉልህ ሚና እንዲጫወቱ ማድረግ					
7	የጉልበት ሥራ					
8	የኃይል ቅጣት /መደብደብ፤ ማንበርከክ፤ ወዘተ/					
9	ውጤት መቀነስ					
10	በጓደኛ ፊት ስለጥፋቱ ማጋለጥ					
11	በተደጋጋሚ ጥፋት ምክንያት ችግር የሚፈጥሩትን ተማሪዎች በትምህርት ቤቱ ህግና ደንብ መሰረት ለተወሰነ ጊዜ ከትምህርት ማገድ					
12	ጥፋቱ ከፍተኛ ሆኖ ለተማሪዎችና ለትምህርት ቤቱ ስራ ችግር ሆኖ ከተገኘ ተማሪውን ከትምህርት ቤቱ ጨርሶ ማባረር					
	ሌላ ካለ ይገለፅ					

1. ተማሪዎች በት/ቤት ያላቸውን የሥነ-ምግባር ጉድለት ለመቀነስ ሀ/የወላጆች ለ/ የማህበረሰቡና ሐ/ የት/ቤቱ የኃላፊነት ድርሻ ምን መሆን እንደሚገባ በዝርዝር ይግለፁ

2. ከእነዚህ ከላይ ከተገለፁት ውስጥ የየትኛው ድርሻ በጣም ወሳኝ ነው? ለምን?

3. ስለ ተማሪዎች የሥነ-ምግባር ጉድለት ችግርና መፍትሔዎቻቸው የተለየ የሚሰጡት አስተያየት ካለ በዝርዝር ይግለፁ።

DECLARATION

I confirm that this thesis is my original work.

Name

Ayele Mekonnen

Signature



Date Submission

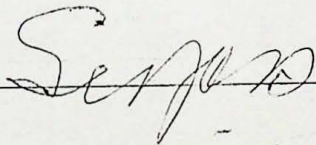
30/7/2006

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

Name

Seyoum Teferra (Prof.)

Signature



Date of submission

30/7/2006