

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE ROLES OF PRINCIPALS, TEACHERS AND PARENT-TEACHER
UNION IN MAINTAINING SCHOOL DISCIPLINE IN
ADDIS ABABA GENERAL SECONDARY
SCHOOLS**

BY
TESHOME TEFERA



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**THE ROLES OF PRINCIPALS, TEACHERS AND PARENT-TEACHER
UNION IN MAINTAINING SCHOOL DISCIPLINE IN
ADDIS ABABA GENERAL SECONDARY SCHOOLS**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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**PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE
OF MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**

**BY
TESHOME TEFERA**



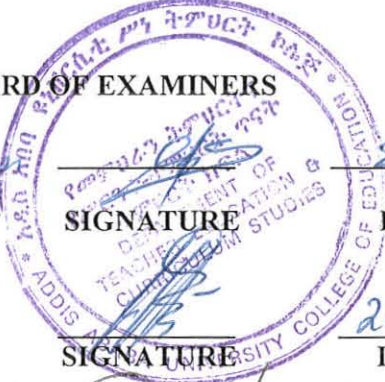
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ACRONYMS

ICDR-Institute of Curriculum Development and Research

MOE-Ministry of Education

NETP-New Education and Training Policy

PTU – Parent-Teacher Union

ABSTRACT

The purpose of this study was to assess the role of principals, teachers and PTU to maintain disciplinary problems in General Secondary Schools of Addis Ababa. In line with the study identify the most prevalent school discipline problems and their utmost causes. Descriptive survey method was employed to achieve the study. Random sampling technique was used to select the sample schools. The subjects were 7 principals, 182 teachers and 14 PTU. The principals and the PTU were selected by purposive sampling technique; while the selections of the teachers were by using quota and random sampling technique. The data gathered were organized by using tables and analyzed and interpreted through quantitative and qualitative methods.

The results of the study revealed that 'sleeping in the classroom /getting bored, failing to do assignments, home works and class works, coming to classroom without securing appropriate learning materials, cheating or attempting to cheat during exams or tests, and failing to give respect for staff members' were identified by the respondents as the most serious disciplinary problems. Regarding sources of students' discipline problems most respondents suggested that inadequate preparation of the lesson by the teachers, poor classroom management, peer pressure, students' economic background and lack of academic success or despondency are some of the most commonly seen sources of students' disciplinary problems at schools. To overcome school problems, principals, teachers and PTU cooperate one another in different activities in schools like school discipline committee, school fund raising committee and evaluation committee. The Participation of PTU in school affairs enables the community to develop a sense of ownership about schools.

Finally, for successful school discipline development, the integration of the schools with the community is the determinant factor. To this end PTU are responsible to create a link between the schools and the community in many aspects. The government must also develop the habit of inviting the community to take part in all school affairs.

Chapter One

1. Introduction

1.1. Background of the Study

A school is a complex social system in which delicate activities have been underway. To carryout these activities successfully, solid school discipline play a remarkable role to underway effective curriculum implementation. Many scholars suggest that assigning qualified teachers and fulfilling all the required inputs to school would not be guarantee for effective practicing of the curriculum in the school. Allen (1987:84) suggests that sound education policy of curriculums become feasible when, school principals, teachers and parents actively take part to achieve a sustainable school discipline. As discipline is indispensable ingredient in the realization of the intended goals schools, communities and the government give much attention to discipline of the school.

According to a research conducted by Gallup and Clark as cited in Charles (1986:34) for decades in USA public schools, disciplinary problems have been listed as number one disruptive problem encountered in the implementation of the curriculum. Likewise, Smith and Gallup (1977) as cited in Lehman (1982:1) the community has also rated lack of discipline as a top problem in lessening the quality of education. He further explains school officials: teachers and school administrators address disciplinary problem as the most obstruction force in the realization process of the curriculum. Analogously, disciplinary problems in Ethiopia, is one of the most serious problem in the last three decades in most secondary schools. As a result, teachers, school principals and the community at large have been claiming on the quality of education since the mid of 1970s.

The immediate objective of schools discipline is to create conducive school environment that enable the teaching learning process outstandingly. Douglass and Mills (1968:99) explain that the ultimate objective of school discipline is to produce a proficient citizenship that is responsible for the

country. When prominent and concrete knowledge is disseminated to schools, schools will produce resourceful and accountable citizenship (Fingerlind and Saha, 1983:44).

Discipline in high school seeks the development of abilities, attitudes and habits which are essential to intelligent and self-directed behavior. Douglass and Mills (1968:102) by its very nature high school is a place where students are developing both educational and social abilities. Secondary school education has aimed at beyond the academic training. Gross in Smith (1990:259) states as the goal and objective of secondary school education is to prepare students for personal competence and development, family cohesiveness and decision making, more responsibility and ethical action, civic interest and real participation, respect for environment and global human concern.

Many scholars strongly contend that students while in high school level need a sustainable support to build a concert behavior. In most case, high school students are adolescent and which are viable for transformation. Thus, teachers, school administrators and the community should assist the adolescents in adopting an intended behavior and also creating conducive school environment for proper implementation of the curriculum. Avoiding disturbance or maintenance a good discipline enables the school to provide appropriate knowledge to the students to achieve the intended objective in the specified time.

As school discipline is a core element in the implementation of the curriculum, all concerned school officials along with the community should actively take part in successful realization of the education system. Emmer (1987:254) states that most educators agree discipline is best secured in schools by active participation of the students, teachers, principals and the parents. Serement et al (1998:54) indicate that creating a suitable learning environment has been described as "single most important factor" for successful implementations of the curriculum.

A well disciplined school environment could play an unparalleled role in effective implementation of the curriculum; discipline is a determinant element in disseminating the intended education in schools. Considerable literatures have been produced regarding discipline and its impact on education in abroad. However, so far only a few literatures have been written locally. Taye(1997) Gone (1998) has examined the conflict between school officials in some secondary schools of Amhara Regional State secondary schools and attempted to identify major source of conflict and how conflicts are managed by school officials. Taye(1997) have identified some disciplinary problems of students like theft, cheating during examinations, truancy, late coming to school, insulting against teachers, going out of school illegally, refusing to do home work and class work, rape and vandalism as school discipline problems.

Now a day, students' disciplinary problems have becoming a serious obstacle to achieve the intended educational goals. To this end (MoE,1994) (Kassaw,1997) and (Argaw, 20002) cited in Ayalew (1996:196) explains that discipline problems heavily hamper the education system. All the above descriptions blooms the impact of disciplinary problems of students in secondary schools were so critical and hence the researcher was inspired to asses the role of principals, teachers and PTU to maintain school discipline; and to identify some commonly seen disciplinary problems and their causes. This study focuses on the role of teachers, school principals and Parent-Teachers Union (PTU) in maintaining disciplinary problems in General Secondary Schools of Addis Ababa City Administration.

1.2 Statement of the Problem

It is obvious that a well disciplined school create a suitable environment for the sustainable implementation of the curriculum. In line with, healthy school environment is responsible for the preparation of skilled and knowledgeable citizens that are accountable for the community and the country too. Encyclopedia of Education (1986:449) explains that school

officials are confronted with muddled pictures as they search for effective policies and procedures to combat the discipline problems in their schools.

To alleviate this problem, teachers, school principals and Parent-Teacher Union (PTU) should work jointly to bring about a significant change. Dauglass and Mills (1968:103-8) state that the ability to maintain good discipline has long been Considered one of the chief measures to teacher's competence. They have further explained that School disciplinary problems might not be restricted at class-room and school compound but they might be prevalent outside the school and family too. Currently, misbehaviors of students in the school have been a major concern of teachers, school principals and parents. Discipline as its best, assets the individual in the establishment of desirable habit of life.

Guiding students to the right truck is not only the concern of the teachers and school principals but also the community. Secondary school education plays a paramount role in the later age of the students because teachers can either positively or negatively affect the behavior of their students

Discipline problem has been most troublesome problem in public schools recently. According to MOE (2000) disciplinary problems are the most prevalent problems that disrupt the education in most secondary schools particularly in urban areas. The primary concern of conducting this study is to look at the role of teachers, school principals and PTU to maintain school discipline in general secondary schools of Addis Ababa.

Thus, the study is intended to answer the following basic questions.

1. How teachers, school principals and Parents-Teacher Union are integrated to keep school discipline?
2. What are the major kinds of disciplinary problems that are prevalent in schools?
3. What are causes for the utmost disciplinary problems in General Secondary Schools of Addis Ababa?
4. What corrective measures have been taken to alleviate the disciplinary problems by teachers, school principals and Parent- Teacher Union?

1.3 Significance of the Study

The study is designed to look at the role of teachers, school principals and parent-Teacher Union in maintaining discipline in General Secondary Schools of Addis Ababa City Administration. Currently, disciplinary problems are the most prevalent problem that disrupts education in most secondary schools. Besides, it also provides the necessary information for educational bureaus while they formulate discipline policies. It also keeps ideas about disciplinary problems for those who are interested to conduct further studies.

1.4. Delimitation of the Study

Addis Ababa City Administration comprises different kinds of general secondary schools. However, the study covers only government general secondary schools. The study also focused on the role of teachers, principals and Parent- Teacher Union in maintaining discipline in general secondary schools. Moreover, teacher disciplinary problem and its impact on the implementation of the curriculum was never be assessed by the study.

The researcher strongly agrees that the inclusion of a large part of the region schools and population size in the study could help to get more relevant and broader information .Moreover, the researcher believes the importance of including focus group discussion to use as data gathering instruments for making the study more reliable and stronger in its evidence. However, because of time, financial and other resource material constraints,

the researcher is not able to conduct his research in many secondary schools so that it could be adequately representative for the region.

1.5 Limitation of the Study

Some teachers' lacked of willingness to permit observers into the classrooms, but after a through discussion they aloud us to let in. Furthermore, the school principals were busy in a series of meetings so that to get them was really a challenge. In line with, as PTU are not paid workers it was quite difficult to get them. Despite these limitations, however, the researcher has attempted to make the study as complete as possible using unreserved effort.

1.6 Operational Definitions

Corrective discipline- disciplinary problems and practices deliberately selected and applied as teaching devices or methods usually with an attitude of helpfulness, and usually based on comprehensive insight into normal human frailties and causes of misbehavior (Good 1973:186)

Discipline - a process of directing or subordinating immediate wish, impulses, desires, or interests for the sake of an ideal or for the purpose of gaining more effective dependable action; discipline is control gained by enforcing obedience or order as in school behavior in accordance with the rule as an organization (Good, 1973:185-6)

Parent -Teacher Union (PTU)- a committee whose members are drawn from local people, teacher's, school principals and students.

Preventive discipline - a term applied to efforts to discourage disorder or misbehavior before it actually occurs (Good, 1973:186)

School Discipline- a characteristics degree and Kind of orderliness in a given school or the means by which that order is obtained; the maintenance of conditions conducive to the efficient achievement of schools unction's (Good, 1973)

Chapter Two

Review of Related Literature

2.1. Definitions

The American Heritage Dictionary defines discipline in two ways the traditional and the modern: the former view of discipline as “training that is expected to produce a specified character or pattern of behavior” , “ Controlled behavior resulting from training ” and “ a systematic method to abstain obedience.” While the modern view suggests as, “Discipline implies the development by individuals of the necessary self-control to allow them to be effective and contributing members of the society.” (Perkins et al, 1980:44)

Some scholars view school discipline as synonymous with school management and they further elaborate school management continues to be a major concern of teachers, school administrators and the community at large. In line with this, school discipline is the characteristics degree and kind of orderliness in a given school or the means by which that order is obtained and to create better conditions to achieve the target goal. Good (1973:185) also explains discipline as “a process or result of directing or subordinating immediate wishes, impulses or desires or interests for the sake of an idea for the purpose of gaining more effective, dependable action.” Discipline is a control gained by enforcing obedience and order as in school behavior in accordance with rules as of an organization.

Perceptions about discipline vary across time and place. In the past, school discipline means complete submission of students to the rules and teachers. This conception of discipline was rather traditional and religion-oriented. According to Lakin et al (1960:10), in the earlier times discipline was considered as the maintenance of order in school by force. Students were forced to respect school rules and regulations without reasonable facts. Likewise, in the earlier times discipline means to win the approval of parents. As a result, teachers and principals were trying to make students' obedient by punishment.

Later on the meaning of discipline, however, was changed together with the modernization of the life and with improvement of education. The modern life calls for the cultivation of the ability of the students to make them more productive. To provide the students with quantitative and qualitative education, school discipline is a paramount variable in building students' behavior. In this regard, Cleugh (1971:104) states that to make school environment conducive, students need to know genuinely what is permissible and not permissible to do in the school compound. And these school discipline rules should assist student to be able to develop self-control. Lindgren (1985:345) contends that school discipline should teach students how to feel responsible and law abiding in their life. School discipline is not for the fulfillment of the wish of the teachers, principals and parents, but for the preservation of the right of each student.

2.2 The Importance of School Discipline

Charles (1981:16) explains the need for good discipline in school by comparing it with the importance of law for the country. According to him as the community is governed with rules and regulation of its own, schools also need their own rules and regulations. Hatwood (2002:16) claims since schools are part of the community; one can not separate what is going on in school from what happens in the community. In many ways, school discipline has a similar function to the community discipline since schools are the miniature of the community. Charles (1981:16-17) has stated the importance of school discipline as:

1. discipline facilitates learning- student teachers, principals and parents agree that school discipline has unprecedented role in promoting teaching learning process.
2. discipline fosters socialization-"The process of acquiring the values, beliefs, norms and behaviors of the socialization". Discipline enables living together by creating human relations which characterized by friend ness, giving

attention, showing appreciations helping one another and so on. Human relation is codified to certain degree in etiquette and manners which are among the most important we can teach people.

3. discipline permits democracy-democracy is a way of life and a form of government as well. While at school, students practice democracy. They would identify what is 'right' and 'duty'. The great American Philosopher, John Dewy, cited in Charles (1981:16) underlines that the unique potential of school as a training ground for democracy by providing the best opportunity to practice equality, free exchange of idea, initiative, responsibilities, leadership, follower ship and group endeavor.
4. discipline is needed psychologically- As Charles contends that the interesting fact which psychologists and sociologists have discovered is that people need discipline for their personal sense of well-being. Discipline in school provides students those boundaries by enforcing compliance with reasonable rules. It results in student's security that comes with firm knowledge of standards, reduction of threats and recognition that others expect the best from them. Thus, good discipline in school enables students to know that the teacher care enough about them and help them.

2.3. Types and Causes of Disciplinary Problems in School

2.3.1 Types of Disciplinary problems in school

Thompson (1976:20) tries to classify disciplinary problem in school as: real and perceived. To begin with, real disciplinary problem arises when an individual or a group or groups infringe on the freedom of the teacher to teach and /or the right of other students to learn. While, the later, perceived disciplinary problem is caused by the teacher perceiving a problem when there is none. The making of these two orders of problems has a practical contribution for the solution of discipline problems. For example, during a lesson as a professional the teacher is responsible for the discipline of the class and the teaching-learning process must go on smoothly. The students, too, have the right to follow their lesson without interruption by any other student who himself might have disliked to pursue the education being taught by the

teacher. Any infringement of the right of both the teacher and the students who like to follow their lessons is a real discipline problem.

On the other hand, a student or group of students might not be pursuing the lesson seriously but merely sit in the class without, in any way, infringing upon the right of the teacher and that of other students to learn. Despite it being a problem of one kind on the part of those students who lost the learning interest, it is by no means a problem in reality, but practiced (Thompson, 1976:20). The teacher has no justifiable reason to take disciplinary measure in such instance. He may, rather be needed to study the problem of those students who have developed disliking against the lesson.

Though there is a minor difference among school disciplinary problems in magnitude and types, many schools suffer in disciplinary problems. The Encyclopedia of Educational Research (v.1:449) disciplinary problem is the problem of almost all schools for the past four or five decades. Ayalew (1996) has identified the following 15 types of school disciplinary problems as the most frequent school discipline problem that committed by secondary school students in Ethiopian Secondary Schools: refusing doing class or home assignments, cheating in examinations, late coming to school or class, truancy/absence, jumping over the fence, lack of interest in education, thiefting/burglar, telling lies, vandalism, fighting among students or with teachers, bad habits (smoking, drinking etc), insulting teachers or students, profanity, abuse, undressing of uniform, refusing to bring learning materials.

2.3.2 Causes of Disciplinary Problem

As human nature is complex and dynamic, it is quite difficult to manage human behavior.

Since school discipline problems frequently happen, there is no a specific formula to solve them. However, Kasambira (1996:96) has mentioned some reasons for why discipline problems may be caused by outside factors and difficulties within the school environment. Thus, he says school disciplinary problem can be examined as teacher related, student related, school

administration related and parent related, community related, curriculum related school environment problems.

1) Teacher related problems

Teacher's behavior with students and the teacher's failure to provide well-planned, relevant learning experiences can often lead to disruptive incidents in the class-room. Kasambira (1996:97) illustrates as a potential source of problems for the teachers as:

- a. inexperience- lack of experiences would be major sources of problem in the classroom. New teachers are usually very anxious about being able to maintain, control, and, in the process, may set inappropriate disciplinary procedures for themselves and the students. Clark and Peterson (1986:279-80) underscore that a marked difference between experienced and beginning teachers in the nature of understanding and interpretation of their classroom events. They further suggest that experienced teachers have better knowledge of phenomenon related to classroom approach than do novice teachers. This is because experienced teachers know the home background of their student, the problem and the experience of students and the type of misbehaviors in the surrounding environment. As a result, experience could play unparalleled role to maintain school discipline. Richards (1997:29) have also strengthened this fact by saying though all other things being equal, experienced teachers are more resourceful and more successful in teaching since skills are being developed through experiences.
- a. b. adequate preparation- teacher's skills in planning the lesson to be taught and their way of presentation greatly assist in avoiding discipline problems. In this regard, Kujoth (1970:30) says that the teacher who gets into the classroom must prepare lesson plan to motivate the interest and invite for participation and this reduces discipline problems. Hoghughi(1983:65) also comments about those incomplete teachers who become sources of student misbehavior, and rather contribute to worsening the discipline situation. Charlton and David (1993:154) also assert that poor teaching is the cause for class disruption; teaches with sufficient caliber, professional interest and skill can attract the

attention of their students. Planning is essential if the educational needs of each student are to be met within the instructional program. Teachers do not sometimes have a plan for teaching, they may have a few ideas, but not an actual plan, Kasambira(1996:98) explains either teachers do not have a plan or it might not be an actual plan, so this lack of planning can create a chaotic atmosphere in any classroom. He further elaborates that teachers communicate to the students both verbally and non-verbally to understand the students' academic potentials and activities, so to achieve their goals teachers must set their lessons ahead.

Planning is the bridge between identification of learners need and the learning activities. Planning is a vital stage in the teaching learning process and deserves teacher's full attention whether he/she is planning whole programmed courses or single sessions. "Planning is the process of making decision about the directions that learners will take and the activities they will engage in to help them meet their long and short term goals" (Anne 1996:19)

In similar way, Richards (1997:24) indicates that planning is important to develop a whole new conceptual frame work for thinking and acquiring knowledge and he further pointed out that a competent teacher should prepare yearly, term, unit, weekly and daily planning of his respective subject matter. He also shows that plans are like road maps: plans are essential for the following key reasons.

- daily lesson plan outlines content to be taught, as motivational techniques to be used specific steps and activities for students identify materials and evaluation process.
- weekly and unit plans are also essential to link together a variety of goals content and activities a teacher has in mind. Unit and weekly plans could also share with students because they provide the over all scheme that explains where the teacher or a particular lesson is going.
- yearly planning outlines and lists basic content and possible ideas in each subject matter areas which are very important guidelines to achieve objectives.

- c. teachers' personality – teachers are also contributing much to the making of the total personality of students. This is with regard to both desirable and undesirable behavior. In conformity with this idea, Kindsvatter (1982:512) writes that teacher's personality could be the determinant factor in developing student's emotions. Guinott cited in Richards (1997:29) also says that teachers own behavior can be either most destructive or instructive when dealing with disciplinary problem. A teacher with commendable personality uses his events. In line with this, James (1960:246) mentions some characteristics of teachers that seem essential for successful discipline of students. He further advises that a teacher to be worth of his name has to avoid false dignity, shame and unnatural imitation of others. Kasambira (1996:101) also says that teachers must not reflect their personal problems in the classroom.
- d. class organization and management-according to Johnson in Leonard (1986:94) classroom management can be defined as the process of establishing and maintaining the internal environment of the group and the classroom condition for the attainment of educational goals. Anthony and Witold (1995) cited in Taye (1997) states that a competent secondary school teacher should be able to decide when teaching the whole class, groups, pairs or individual is appropriate for particular learning purposes, create and maintain a purposeful and orderly environment for the students; and also helps to maintain students interest and motivation.

This idea shows that competent teachers should have knowledge of the principles that lie behind the keeping of a good discipline and should be able to deploy a range of approaches to create and maintain a purposeful, orderly and safe environment for learning as well as to sustain the interest and motivation of the students. Emmer et al (1989:3) underline that classroom management is key factor to maintain discipline. According to him, to keep the classroom attractive and conducive for the teaching-learning process, the teacher accomplishes the following activities.

- i. students must easily be seen by the teacher-careful monitoring of students is a major classroom management task for the teacher. There should be eye contact between the teacher and students.
- ii. seating arrangement-the teacher also gives due attention for the seating arrangement of students because it can also be a cause for disciplinary problems. Kasambira(1996:99) stresses that the physical as well as the emotional environment of the classroom can be a major source of disruptive behavior in the classroom. Wakefield in Kasambira (1996:98-99) states that the arrangement of furniture can effectively encourage or seriously interfere with desirable class socialization. Though no classroom seating arrangement is perfectly satisfactory for all activities and all class, but he advises that seating arrangement might be arranged according to the lesson the pupils are to do. Moreover, the teacher make certain that the classroom does have proper lighting and fresh air
- iii. the teacher tries to make the lesson attractive and invite students for participation during the lesson.
- iv. instructional materials should be relevant and would be seen by all students clearly. Moreover, the teacher can use the instructional materials on the right time. In other words, the teacher must know the time when the instructional materials are to be used.
- v. the teacher regularly pursues students' activities and check whether students brought educational materials into the classroom.

II. Student Related Problem

Here disciplinary problems in the classroom initiated by students are discussed. According to Kasambira (1996:100-1), the following major factors would be grouped as student related behavioral problems.

- a. peer pressure-peer pressure can have both positive and negative effect on students. It can help to socialize a person correctly into functioning harmoniously with the other class members, or it can cause a student to rebel against school and class rules in order to prove his or her self-worth to the peer group. Hatwood (1996:9) suggests that students join to school violent

group because some of the groups' responses to their question are interesting or troublesome. The first one is that they join because they want to be accepted by their peers and need to belong others join to feel empowered to be respected. Student cited involvement with drugs and alcohol as the third major factor contributing to school violence. Jackson cited in Hatwood (1996:10) peer group pressure is perhaps the fastest growing and most disturbing cause of acts of violence among youth, whether in school or not.

- b. lack of academic success-poor grades, learning problems, the inability to attain some measures of success in completing school assignments, and the pressure to meet university or college entrance requirement may cause disruptive behavior in student. The constant pressure of academic competition and the disappointment displayed by family and trends when grades are low often causes students to strike out in an aggressive and unreasonable manner.
- c. economy related problems-missing a meal or functioning without adequate sleep can be the cause of unpleasant behavior patterns. Mistreatment of one's body through the absence of nourishment or sleep may manifest itself in a variety of ways in the classroom, for example, in poor-quality work and an irritable disposition.
- d. boredom- Students often become bored with school or with a particular class or homework. The student's main responsibility is too many class activities is to accept what is given to them and to adjust accordingly. The daily uses of the same teaching materials (for example, mimeographed sheets) contribute to boredom. Jefferey and Margaret (1996:81) have also underlined that the child's aggression behavior may influence the development of harsh disciplinary practices in his or her parents and also may lead to aggressive behavior in school. In this situation, it might appear that harsh disciplinary practices cause the child's later aggression in school.

III. School Administration Related Problem

The school principal could play unprecedented role to maintain school discipline. The school principal is the one who coordinates the school activities to achieve the purpose of the school.

Musaazi (1985:62) states:

In any organization there must be a factor to direct its resource towards organizational goals and standards. In school, for example, there must be a force to guide the activities of the staff and students towards achievement of the school stated objectives.

According to Musaazi, the school principal is a driving force in the school either to success or failure. Thus, the role of school principal in maintaining school principles is very important and he/she is a prominent figure in the school. In most schools, the final resolution of disputable issue would get final solution by the school directors. Galloway (1987:33) states that school principals along with school staffs would play unparalleled role to alleviate school discipline. The inclination of some principals and teacher to treat isolated discipline cases as mechanism of alleviating disciplinary problems has been proved less effective (Galloway, 1987:33). He urges the need for principals and teachers to overcome their preoccupation with the behavior of individual pupils and teachers and to organize that school response to disruptive behavior are likely to be more effective where they are organized at the institutional level, using a whole- school approach.

Watkins and Wagner (1987:34) add that a practical strategy for principals and teachers to understand and minimize disciplinary problems in school starts by focusing on the source of problems. Proper discipline fosters the teaching learning process and school enables to cultivate responsible citizens. Regarding school discipline, Watkins and Wagener suggests that school climate greatly influences the performance of the school. Ibid (1987:37) do have a strong conviction that school climate influences school performance. Thus, the overall climate of the school can facilitate or deter the effort the administration of the school makes to create desirable student behavior.

Another major aspect of school management that will have effect on student discipline is the way in which the responsibility of student is

recognized and made use of through their participation in the management of the school. In this regard Kasambira(1996:106) states:

Every school must have disciplinary rules. Well disciplined school is school with few discipline rules; too many rules are confusing to student, and may become unenforceable. A few definite rules which make sense to students and teachers alike will prove to be the most successful. In any case, it may be best not to have a rigid set of rules at first. Rigid set of rules tend to encourage rule breaking. A few definite rules or general principles of conduct give the school administration flexibility. There must be some rules, however. These rules should give the students considerable freedom, but let them know exactly what the limits are. A rule can be considered a good rule when it clearly spells out what it is the students must do, when it is reasonable, and when it can be enforced. It may be best to make rules as they are needed rather than to proper a rigid set of rules beforehand.

According to the above information, schools rules must be short and precise rules. Regarding discipline, if rules are too many and rigid, students might deny respecting the rules. The students lose respect for the rules and resent subsequent attempts to enforce them. The way you handle one case of misbehavior has considerable effect on other students who see or hear of the incident. Thus, if students find that a school administration is consistently firm in the handling of a few cases initially, they will assume that he/she is strict and they will act accordingly.

Kasambira (1996:106) puts if students find school rule to be fair, just, pleasant, and empathic, they will tend to respond in the positive way. Moreover, he states that in enforcing school rules, the administrators should avoid making big scenes out of insignificant acts. Most little things can be brushed off lightly, often and a look or a pleasant word will suffice. Ibid underlines that "such a policy will not only help the teachers avoid unpleasant scenes, but will also prevent nagging and the creation of a repressive and punitive atmosphere in the classroom"

According to Campbell and Others (1983:177) a school principal in the school can act as conflict resolution defendant mediator and reconciler.

Campbell and others (1983:299:300) advice that it is advisable to defend disciplinary problems before it breaks out. "Prevention is better than cure". In other words, to keep the school compound safe from disruption, school administrators must engage in prevention activities. French (1987:538) also suggests that whenever there is a serious disciplinary problem in the school, the school principals could take part in finding a timely solution for the problems. School administrators must try to create the desire to do right things and develop self confidence in their students. Corrections should be first educative rather than punitive. In order to achieve this, school principals and teachers must be self-disciplined. John (1983:76) states "School principals must first discipline themselves and he/she must be seen as a model of discipline both in the school and in the community".

Mathieson and Price (2002:7) state that every school is required by law to have a written disciplinary policy. So as to make similar decision, the essence of this discipline policy must encompass the legitimate expectations and aspirations of everyone involved to be viable. A discipline policy, therefore, cannot be 'one off' document, a tablet of stone that will remain in perpetuity. Rather it must be a document constantly revised to meet changing demand. Ever year, in fact, the nature of the school can be changed. Thus, school disciplinary policy must also be revised to cope up with the existing condition.

IV Parental Related problem

Hatwood (1996:9) writes on parental factors that contribute to school violence which are numerous, complex and for the most part, community related. As a research conducted in USA in 1993, revealed it the major factors contributory to school disciplinary problems are lack of parental supervision at home take the first position, and lack of parent involvement in the school. Hatwood (1996:9) reports "since schools are part of the community one can not separate what happens in the school from what happens in the community. She clearly underlines that parents regular follow up would be a prominent factor for the success of the student. Students conceive that lack of parental supervision at home is the major factor contributing to violence in the school

Moore (1995) has identified three approaches to parental endowment in the school: parents as policy maker, parents as volunteers, and parents as facilitators of children development.

Christenson and Shendan (2001:75) state that recently, the participation of parents in their children's education or school affairs beyond home work helper and fund raiser. In other words, parents are participating in school affairs as schooling is the concern of the community in many ways. Parents as a home /school link and parents' fund play major roles in the home /school link. Parents will stay being informed about their children's education and behavioral change timely. Parents have been anticipating in school activities like in leadership, maintaining discipline, fund raising, etc.

Dauber and Epstein (1993) explain about parental involvement as an overlapping spheres/ point to the importance of expanding existing knowledge of how family involvement can affect student progress at different levels of education and how educational institutions can promote family practices that increase students further educational abilities. Therefore, parent-school collaboration is cooperative process of planning that brings together school staff, parents, children and community members to maximize resources for child achievement and development. Parent involvement can result in home environment that are more conducive to learning and improve communication and consistency between home and school. These changes can lead to safer and more responsive school.

V. School physical environment Related Problem

Scholars suggest that school physical environment might also be the cause for disciplinary problems. Wayson et al (1982:59) says that anyone who wants to reduce discipline problems should take a close look at the physical facilities and the way the school is organized. Regarding this, Bellon et al (1992:18) identify class size, recreational facilities, student-textbook ratio and other teaching materials as factors that influence students' discipline problem. The location of the school is also the determinant factor for the cause of disciplinary problem. Bellon underlines that recreational facilities such as, playground has

also occupied a significant place in both the teaching-learning program and students' overall character training. They believe that recreational facilities such as playground have prominently contributed for school discipline problem. According to this writer's opinion where these facilities are absent, students spare their after school time in trivial place and they might be exposed to undesirable habits.

Macoher (1954:306) also underlines that shortage of educational inputs like, textbook and library would heavily destruct the system, consequently the students' desire for learning decrease and disruptive problem's might be broken out. He further adds that an educational system rich in variety of both curricular and extra curricular activates are also believed to have result in less discipline problems.

Class size has also a direct influence on school discipline; large class size is a source of disciplinary problem because, it is quite difficult to control during the lesson. In this regard, Bellon et al (1992:19) suggest that an appropriate number of students per class, and in school as a whole, helps to maintain the effectiveness of good discipline and it enhances the teaching learning process to go smoothly. By far, the absence of necessary educational inputs makes the process boring and monotonous, which in turn, may become a source for different disciplinary problems. Physical learning environment or the physical setting/the location of the school in which formal learning occurs, could also a determinant factor for school discipline problem.

VI. The Curriculum Related Problems

When the educational system basically relies up on memorization and theory, learners face to practice in their real life and they become despondent on their education. With respect to defective curriculum and examination system, Chauhan (1978:503) cites that an irrelevant curriculum and examination based on bookish knowledge is one cause of misbehavior. The over all pattern of teaching method used in school bears relation to the pattern of discipline (Watkins and Wagner 1987:46). The weakness of the present education system is its tendency to make the verbal abstract exercise an end in

itself, something that further strengthens by the ritualism of marks and examination. The one who successfully masters the rituals is rewarded, while the one who is able to apply what he has learnt fails.

Wayson et al (1982:48) state that curriculum and instruction is the central business of school, and as a consequence students are in the school to learn. The curriculum establishes the goals and a school attempts to achieve. If those goals seem worthwhile and attainable, both staff and students will be committed to achieving them. If they seem abstract unless, or unattainable, the staff will have to exert a great deal/ more energy to persuade students to pursue the curriculum goals. Under such circumstance, the curriculum will become a cause of discipline problem.

The difficulty level of the lesson taught also has a bearing on the disciplinary behavior of students. With reference to these Wayson et al (1982) explain that if instructional practices are not related to curriculum goals or do not take into account what students already know and need to know in order to participate, some students will become alienated from classroom activity, and proceed to seek other, perhaps disruptive ways to gain attention or to feel successful. According to Wayson et al (1982:49) discipline problems are bound to result if:

- the curriculum goals are not shared and reinforced;
- the curriculum provides no choices that recognize staff and students individual styles;
- the curriculum does not relate to anything students or their families have value;
- the curriculum content has no solid substance;
- instruction does not begin at the students level of understanding;
- there is weak feedback;
- curriculum does not invites the learner for participation;
- instructional methods are consistently dull and uninspiring;

El-Abd (1973:81) also considers an irrelevant curriculum and wrong methodology experienced in primary schools can contribute to the problems of secondary school. El-Abd believes that an irrelevant curriculum hardly stimulates the intrinsic interest in teachers to teach and students to learn.

“Spoon feeding”, “rote-learning and repressive disciplines at primary level too often make it difficult for secondary students to develop sense of responsibility and ability to work unsupervised. Over dependence on the teachers erode student’s potential for working independently toward a given goal.

2.4 Mechanisms to Prevent and/or Minimize Students Disciplinary

Problems

Charles (1981:221) described that total discipline is an approach to classroom control that puts equal emphasis on preventive discipline, supportive discipline and convective discipline. It allows teachers and school administrator 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 school.

2.4.1. Preventive Discipline

As to Charles (1981:222-231) explanation 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 ray off. Kasambira (1996:105) on his part describes preventive discipline as a mechanism of prevention. In other words, the teacher could control disciplinary problems by attractive presentation and establishing smooth relation with students.

In order to establish good teacher-student relationships and control, the teacher must call students by their names. According to Kasambira (1996:107) the best method for teachers to know student name is associating the names of the students with their faces.

Charles (1981:223) has tried to summarize the following as preventive discipline:

I. setting arrangements: This refers to the physical condition of the classroom, the classroom should be provided with adequate ventilation, heat, lighting, space and facilities. Never seat students so that they look into direct light

though the window. Eye distress produces nervousness, tension, anxiety and frustration. If students get too cold they become tense. Furniture should match the physical sizes of students.

II. The curriculum has to do with objectives and materials for learning. If the curriculum is improper, it can produce student's apathy, boredom, fatigue, and frustration all of which erupt into misbehavior. Those activities should allow students to make genuine progress towards objectives. The objective of the lesson should be realistic and initiate students for further participation.

III. The attitude of the teacher before teaching begins: Teacher must determine that they will be in charge. They do well to consult students and ask their opinions. But teachers have the say. They must be in charge. No question about it.

IV. Expectation 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 expectations grow 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 consequences are connected to set of rules. When students comply with the rules, there will be positive consequences. If not undesirable things happen to students.

It must be emphasized that students in school face 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 selects 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 understand and support so as to follow through responsibilities when the student refers to employ the teacher and the principal.

2.4.2 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 Managements of teacher refer 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 held 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 then students appreciate it.

III The golden tongue- refers to the language teacher's 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. Teachers practice a variety of comments that show mild praise, approval and acceptance, which prevent student's disciplinary problems.

IV Acceptance for everyone- is a technique that does much to prevent behavior problems. The prime objective 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 longings. Thus give respect to the student for his personalities, passions, interests etc. Some teachers set up systems where students acknowledge each other, through greetings, aspiration, and genuine compliments. Teachers have the main responsibility for providing sense of acceptance, but students have their responsibility too.

2.4.3. 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 student's self-control. Charles further indicated that activities, which teachers can do in supportive discipline to assist student develop self-discipline, supporting self control, reinforcing good behavior, requesting behavior, making good choices, resolving conflicts ,communicating and counseling, providing success. Let us see each of them separately:

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 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 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 favorably on the students' 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 students 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 classrooms. Such objects intrigue student and are able to draw their attention away the lesson. Therefore, teacher should carefully remove the objects and give them back to 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, student is 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 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." "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) Question is 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 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 trustful 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 could have chosen to do differently

IV 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 verbal, write it out, and the no-lose approach

- a) Verbal- 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 a teacher is called verbal. In verbal, no discussions on the events 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 the whole 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 suggestion inions 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 solve the problems since there is no loser or winner, good feelings result, rather than hostility and hurt.

V Communicating and counseling: communication and counseling provide assistance to supportive discipline by using the following means: verbal reinforcement, active listening, congruent communication, positive problem solving, making value judgment and, telling it like it is.

- a) Verbal reinforcement- consists of words and tone of voice that a student finds 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 student 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, than, reflects back feelings and opinions expressed by the student like. "I can see that you are up set", "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 teachers 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. Teacher 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 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.

VI 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. Soto increase the likelihood of student's success, teacher should recognize their fine works.

2.4.4 Corrective Discipline Pounds of Cure

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

- a. squelching misbehavior a 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 verbal or through banishing the offenders to the principal's office.

b. 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 only. Then after, talk with the student in private to establish judgments and positive course of future action.

c. redirecting student's 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.

d. Invoke natural consequences: lit at the heart of both the Glassier 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 teachers do not punish but rather students choose the consequences through their behavior.

e. Consistent follow-through: is absolutely essential in system of discipline. Student should know the violation of rules resulted in negative consequences. Teachers who do not follow-through encourage more serious misbehavior, which they definitely fact it. Follow-through is a plan developed by the teacher and the students for positive behavior. Student's adherence to the agreements is monitored by the teacher providing reinforcement or addition negative consequences if necessary.

f. 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. Teachers must insist students to abide by the consequences of their behavior.

2.5 Procedures and Approaches for Disciplinary Problems

To achieve self control in schools, Hoghughi (1983:286) explains that school atmosphere and positive measures taken by teachers and school officials are indispensable element to reduce disruption and delinquency. He warns that harsh and unsystematic treatment of students to solve disciplinary problem

itself, can make the disrupted atmosphere rather more badly. Such style of control that does not consider the concrete condition and the maturity level of the students under treatment fail to handle the problem effectively. Unless the situation forced the teacher to take immediate action, it is better to first diagnose the problem, determine its cause and then plan a course of action. Thompson (1962:21) underlines that disciplinary measure, which is taken by school officials, teachers or school principals, must be compatible with the disciplinary problem. In other words, mismanaged disciplinary actions might result unintended negative consequences is other important element of greater consideration in the management of behavior in the need for positive approach to the problem. Thompson (1962:25) states that authoritative force tends only to develop negative attitude, resistance and even totally rebellion. He suggests making compromises with the adolescent student so that workable behavior standards can be set commonly. Stoops et al (1981:350) suggest the following as the procedure of solving any encountered disciplinary problems.

1. Setting rules and regulation

Rules and regulations help in minimizing student disciplinary problems. Good and Brophy(1987:229) explain rules not as ends by themselves but as means to warn the students against the breach of standards or as corrective means. The author's advice that rules should be stated explicitly and their rational for existence also are explained. Gnagey (1968:9-11) explains that rules be relevant, meaningful and positive as much as possible.

Bellon et al (1992:133) supplement Gnagey's idea saying that rules must originate from the concrete condition of the school they are expected to serve. He further recommends that rules and regulation be better introduced to the school community at the beginning of the academic year and also posted as reminders for the rest of school days. Wilson (1988:26) has strengthened the above statement saying when ever in setting rules or regulation, all the stokeholds must take part as to feel responsibility for the execution.

In this regard, Risk (1958:497) further elaborates the idea as in formulation of guidelines and principles all concerned representatives of school administration, teachers, parents and school psychologists or counselors and students should participate in formulating school principles and to give solution for disciplinary problems in the school. In his opinion, such school committee helps the school to develop good discipline by forwarding desirable advice for all members of the school community.

In support of participatory guideline fixing and decision making approach, Straw and Styles in Zaudneh (1987:115) state that "people are often getting more and more eager in designing out plan then they are for implementing plans that are simply announced for them".

2. Counseling

Chauhan (1978:503) reports that schools that do not provide personal and educational guidance for their students encounter higher percentage of delinquency. Kujoth (1970:46) also states that guidance and counseling service will be effective when it is carried out with competent and committed staff. According to him, guidance and counselors contribute much to the development of good school discipline. In light of related available data, guidance and counseling program are not satisfactorily implemented in Ethiopian secondary schools so far. For that matter, counseling is little known and as different reasons guidance and counseling services are in a very limited manner (Yusuf, 1996:6).

3. Punishments

Punishments and rewards are the most commonly used methods of reducing or controlling school disciplinary problems. The use of punishment as corrective technique is among the most controversial issues in behavior management. Despite the difference in views, there is a consensus that the positive contribution of punishment, if any is only temporary and not long

lasting. To make a survey of some of these views, McGuinness (1983:41) states that a punished child is forced to pay attention while at the same time develops the attitude of regarding all human relation from the superior inferior angle and trained in a basic neurotic attitude. Gordom (1974:16) on his part, comments that repressive, power-based method usually provoke resistance, rebellion and retaliation. Redl and Seviako (1956:1-2) describe punishment as the act of men who tend to looking for less thought requiring procedures but which are ineffective in the long run since they do not teach the student right ways of behaving when the coercion is removed. El-Abd (1973:87) also complains that corporal punishment is essentially negative educationally and psychologically. Watkins and Wagner (1987:33) accuse schools of inclining often toward mere punishment without considering the cause of the misbehavior.

According to the above explanation corporal punishment serves mainly to repress particular behavior rather than to educate a new one. Commonly, the process of punishment in school is carried out with little reference to an understanding of the social context where the disruptive behavior took place. Richmond (1968:123) also adds that corporal punishment as something incompatible with the modern democratic thought which only had served in the past to keep the students in subjugation.

In spite of the derogatory effect of punishment pronounced by several authorities, there are also others who positively view punishment as the sole effective corrective mechanism to those who argue for qualified punishments. Shipman (1968:117), for instance, tries to justify the need for punishment as follows:

Punishment from a ticking off to the cane can serve several different ends. As retribution it is applied because the particular offence deserves a particular punishment. The punishment is made to fit the crimes so that any body found cheating in external examinations is expelled. Punishment is also used to deter the offender or others from repeating the crime. To make deterrent effective, the teacher publicizes the punishment. He makes sure that everyone knows that detention has been given to the offence. Boys are sometimes caned for serious offences in front of the whole school.

Bunting (1976:118) is also among those few who unreservedly supports the use of punishment as a method of keeping school discipline. To put it in his own words he says, "In my experience it is not only achieved positive result in many cases in terms of improved conduct or effort, it was an effective deterrent against bullying and other forms of anti social misconduct."

2.6 *Types of punishment*

Even though there are a wide variety of different types of punishment, the decision as to which type to use and for what offence remains entirely the responsibility of the teacher or school administrator. Kasambira (1996:112-115) classifies Punishment into eight types:

- a. Corporal punishment. Corporal punishment is the infliction of physical pain as punishment. Different parties are arguing against regarding corporal punishment. The first party argues that corporal punishment dose not seem to work effectively, especially in case where it is used to motivate students. The main advocator of this idea is Skinner who says, "We do not strengthen good pronunciation by punishing bad, or skilful movement by punishing awkward". While the other party claims corporal punishment would be an

alternative way to keep away from disturbance. Kasmbira (1996:113) states the following "Although it may be true, as some writers claim, that certain types of youngsters, particularly those from disadvantaged areas, may understand and accept physical punishment better than any other kind is almost always wiser to use some other method in punishing students".

- b. Detention- detention, or staying after school, is one of the most frequently used punishments. In spite of its widespread use, detention is not very effective except when the student has something else vitally important to do after school-a condition that, surpassingly enough, does not obtain so very often. Detention is also often a source of difficulty in other areas of a student's life.
- c. Verbal punishment- the reprimand is probably the commonest and most poorly used kind of punishment. An occasional scolding never really hurt anyone who actually needed it and knew he/she needed it. Yet like many other measures, its effect soon disappears when it is overused. Loud, frequent reprimands are ineffective. They only add to the turmoil. As a rule, reprimands should be given in private. Frequent public reprimands tend to reinforce misbehavior. The class may make him/her a kind of folk hero. Since the teacher or school administrator can never be sure just what the effect of verbal criticism will be, it would be wise to avoid such punishment.
- d. Isolation- Changing seats, to break up seating arrangement which permit cliques and allow friends too much opportunity for social visiting, is a common practice. This procedure has much to recommend it as long as the teacher does not create a situation in which the student who formerly whispered to each other now shouts and pass notes. Another similar plan is to change seat of a chronic offenders so that he/she is isolated from the rest of the class, say, all alone somewhere in the back of the room. Other teachers like to put their behavior problems up front, in the first row next to the teacher's desk. In the case of an extraordinarily bad incident one can, of

course, send the pupil out of the classroom. One should do this sparingly only when faced with a major problem, which, for one reason or another, one cannot deal with at time.

- e. Assigning extra work. At one time, the most common method of punishing secondary level students was to assign them a number of lines of Latin verse to translate. Today the assignment of extra work continues to be a common punishment even through expert's advice against it. Their objection is that associating school work with punishment creates a prejudice against the subject in the minds of the students. However, there should be no objection to make students re-do sloppy work again and again. In fact, the teacher who accepts papers which have been carelessly prepared encourages poor work habits. Likewise, there should be no objection to keeping students busy at class assignments during detention periods.
- f. Deprivation of privileges- One of the few punishments which seem to be both effective and acceptable to experts in education is to take away privileges from students who misbehave. If too many students have so few privileges that their loss is so no great concern to them. In poor schools and for chronic offenders, it may carry no weight at all. One can capitalize on this type of punishment by combining it with a system in which the teacher rewards good behavior by granting the students' desirable privileges.
- g. Deducting from academic mark-punishing students by lowering their mark in the subject is a tempting technique which should be avoided. Academic marks, if they are to have any validity at all, must be based upon student's achievement. To lower students marks or grades because they misbehave is unfair to them, their parents, and prospective employers or college admission officers. Under no circumstance such punishment can be tolerated.

h. Sending students to the office-sometimes behavior is the sort which make it necessary for the teacher to send a student to the office. Each teacher is responsible for his/her own discipline. Sending the pupil to the office should be reserved for really serious offences. The school principal's or assistants are not in a good position to deal with routine cases. They are handicapped by not knowing exactly what has happened and their special disciplinary powers are best suited to dealing with major offences. Sometimes the principal's sympathies lie with the students. When the teacher frequently sent his/her students to the office, the students might lower the prestige of the teacher. By handling discipline problems properly, the teacher will usually rise in the esteem of the students and of the school head teacher as well. When the disruption is beyond the scope of the teacher, it is advisable to send the student to the principal and the teacher must give information to the principal.

Kasambira (1996:116) further explains that punishment will be effective for some disciplinary problems like stealing, cheating or fighting. When punishment is used, the teacher must take care to ensure its effectiveness and to minimize the development of avoidance behavior. Effective punishment is given immediately. To make punishment effective, use a warning signal, carry the punishment out in a calm matter of fact way, and, finally, accompany it with reinforcement for behavior incompatible with the behavior being punished. Be consistent and ensure that the undesired behavior does not receive reinforcement.

2.7 The Community and School

5.1 Parent Teacher Association in Ethiopia

Parent's involvement has existed in various forms in the school activities in Ethiopian educational history. Parents' participation in school affairs are in different forms. For example, in fund raising, in keeping discipline, in

evaluation, management etc are some forms of Parent's involvement in school affairs. As Ethiopia has been going through in different political systems, the representation of parents in school committee has also been different names: parent committee, citizen committee, community school committee, Parent-Teacher Association etc.

Currently, according to the strategy of the Ministry of Education, Schools are strongly linked with the community. The policy allows parents to take part directly in the schools are concern. Schools made to be responsive to the local needs and requirements and act as center for all educational activities of the community (MoE 2002). PTA has many responsibilities in the school, gives advice students and teachers those who have discipline problems, make final decision and present to the school directors for its implementation, in fund raising and teachers' evaluation. Discipline is a control gained by enforcing obedience order as in school behavior in accordance with rules as of an organization. It is prompt and initiate obedience to the orders of superiors, systematic, willing purposeful attention to the performance assigned task system of regulation.

Chapter Three

3. Research Design and Methodology

3.1 Methodology

Quirk (1979:237) suggests that the purpose and kind of the study could determine the design of the research method. In that point of view, descriptive survey method was employed as it helps to assess the role of teachers, principals and Parent- Teacher Union to maintain students' disciplinary problem in general secondary schools of Addis Ababa. Moreover, the method lends a hand to identify the most prevalent contemporary disciplinary problem in General Secondary Schools of Addis Ababa.

3.2 The Sources of Data

The sources of data were school principals, teachers and Parent-Teacher Union. Moreover, relevant documents with the study also been looked thoroughly by the researcher to make the research reliable. Thus, the researcher used primary sources of data which helped to get first hand information and enable to draw valid inferences.

3.3 The Samples and Sampling Techniques

According to a statistical report of the Addis Ababa city Administration Education Bureau, there are 21 General Secondary Schools in the metropolis (Educational Statistic Annual Abstract (2005/06:141). Using random sampling technique, seven schools were selected as a sample population. In other words, 33 percent of the total population was included under the study.

All selected sample school directors or deputy directors and a representative of Parent- Teacher Union were included under the study. Currently every general secondary school has had three principals (one main and two deputies). The researcher has selected one principal by purposive sampling technique and similar action was taken to select PTU representatives. In the sample schools, there were 546 general secondary school teachers (the number of teachers were consistently been changing).

Thus, 33 percent of teachers from the sample schools i.e.182 teachers were also selected as a sample. The selections of the teachers in each school were based on quota and random sampling techniques. Thus, the numbers of sample teachers were determined by the number of total teachers in the school. To determine the number of the teachers in each school, quota sampling technique was employed. In doing so, the starting point in the attendance sheet was selected randomly. Accordingly, 182 teachers were selected as sample population.

Table 1- The number of Respondents from sample schools questionnaires distributed returned.

Name of sample schools	Principals		Teachers		PTU	
	total no	sample	total no	sample	total no	sample
Bole	3	1	80	27	5	2
Dilachin	3	1	80	27	5	2
Lem	3	1	53	18	5	2
Medehanialem	3	1	145	48	5	2
Shimels Habtie	3	1	63	21	5	2
Tikur Anbesaa	3	1	53	18	5	2
Yekatit	3	1	72	23	5	2
Total number	21	7	546	182	35	14
Total distributed	7	7	182	164	14	14
Total returned		100%		90.1%		100%

3.4. Procedure of Data collection

To maintain the validity and reliability of the instrument, a pilot test was carried out. Coolcan (1994:150) underlines that a pilot test makes the research instrument more understandable and also improves the accuracy of the research in terms of producing similar result on different occasions. In light of this principle, the draft questionnaire of this study had been subjected to a pilot test at Addis Ketema General secondary school. The questionnaire was administered for one principal and 13 teachers. The questionnaires were prepared in Amharic to overcome language barriers.

During the administration of the pilot study, the respondents were instructed to identify ambiguities, double barreled questions and unnecessary stuffed words that may pose problem in responding to the item. Moreover, some open ended questions were also included in the staff questionnaire to get local views. Some items were constructed in light of the review literature. And the respondents also suggested the order of questionnaires. The feedback to the item regarding the role of principals, teachers and PTA to maintain students' discipline problem was found very much important for the construction of the questionnaire for the main study.

An observation checklist was designed to examine the role of principals, teachers and PTU to maintain school discipline. The checklist has three parts: students' discipline in the classroom and in the school compound; the second was on teachers' activities to maintain discipline in the classrooms; and the third part focused on principals', teachers' and PTU activities regarding discipline in the school compound.

The selection of the observed classrooms was made taking the first class for both grades that is, nine (A) and ten (A). Two periods (twice in different subject teachers) observation had been conducted. The reason for having few teachers to be observed was due to the difficulty to perform classroom observation with a large number of teachers in limited periods and other related factors. In each single observation, the checklist mark was assigned under the division '√' and 'X'. The observation was conducted by the researcher along with two co-

observers. The co-observers do have first degree in languages. To administer the observation effectively, training was offered to the co-observers.

3.5. Instruments for Data Collection

To gather tangible and reliable information three four gathering instruments were employed in the study. These were questionnaires, observation, interview and document analysis.

Three separate questionnaires were produced for principals, teachers, and Parent-Teacher Unions. The first part of the questionnaires contained items designed to obtain information on personal characteristics of the respondents. While the second, the third and the fourth sections of the questionnaire contained closed and open ended types. The questionnaire was prepared and modifications were made based on the review literature. The respondents indicated the extent of their engagement to a particular behavior or practice by choosing one of the five point scale ranging from: strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1). Items in the next section were open ended types. This section helped to extract information from the respondents more freely.

The observation was carried out by the researcher and co observers both in the class room and school compound. To minimize subjectivity during the observation, checklist was used as reference.

As interview is very useful instrument to understand reasons why and how things are happening; unstructured interview was conducted with school principals. Regarding document analysis, relevant documents', teacher's lesson plans (weekly and yearly), student's attendance sheet, students' profile regarding discipline problems in the school were analyzed.

3.6. Method of Data Analysis and Interpretation

The methods of data analysis were based on the type of instrument employed and the nature of questionnaires set to gather relevant information. The raw data were tallied and tabulated so as to make it manageable. Then, frequency counts were changed in to percentage to make the figure easily understandable. The data then analyzed and interpreted on the basis of information gathered as shown in the tables of each case as related to the leading questions. Furthermore, interview, observation and 'documents analyses' were also made qualitatively to strengthen the findings.

Chapter Four

4. Presentation, Analysis and Interpretations of the Data

This chapter comprises two major sections. The first section presents the characteristics of the sample population involved in the study. Hence the profile of the study groups i.e. seven principals, 182 teachers and seven PTU members are discussed in terms of age, sex, years of services, academic qualification and field of study. Of the respondents, 100 per cent of the principals, 90.1 per cent of the teachers and 100 per cent of the PTU questionnaires were properly filled and returned.

As it was mentioned in the previous section, three sets of questionnaires were prepared to achieve the study. For proper analysis and to avoid redundancy similar questions were discussed together. As there were different instruments employed in the study, questionnaires, interview, observation and document analysis, similar ideas were collected and analyzed together

Table 2- Characteristic of the Respondents

No	Item		Types of respondents					
			Principals		Teachers		PTU	
			No	%	No	%	No	%
1	Sex	Male	6	86	137	84	14	100
		Female	1	14	27	16	-	-
2	Age	≤ 25 years	-	-	21	13	-	-
		26-35 years	-	-	88	54	-	-
		36-45 years	3	43	40	24	2	14
		46-55 years	4	57	12	7	4	29
		≥ 56 years	-	-	3	2	8	57
3	Level of Education	≤ grade 12	-	-	-	-	2	14
		Certificate	-	-	-	-	4	29
		Diploma	-	-	4	2	6	43
		Degree	6	86	155	95	2	14
		MA	1	14	5	3	-	-
4	Field of Specialization	E. administration	3	43	-	-	-	-
		Pedagogic	-	-	6	4	-	-
		Languages	1	14	40	24	-	-
		Social Sciences	1	14	58	35	6	43
		Natural Sciences	2	29	52	32	-	-
		Others	-	-	8	5	8	57
5	Year of service	≤ 5 Years	-	-	23	14	-	-
		6-10 Years	-	-	34	21	-	-
		11-15 Years	-	-	36	22	2	14
		16-20	2	29	37	23	-	-
		21-25	3	42	25	15	2	29
		≥ 26	2	29	9	5	8	57

As the table reveals the respondents profile i.e. sex, age, level of education, field of specialization and year of service respectively. As the table portrayed, 86 per cent of the principals, 84 per cent of the teachers and 100 per cent of the Parent-Teacher Union were males. From the given information one can clearly

understand that females' exposure, let alone as school principals, their attainment as teaching staff are incomparable with number of males.

As we proceed to the second item age of the respondents, 43 per cent of the principals were between the interval of 36-45 years and 57 per cent of the principals were in the interval of 46-55 years. Regarding teachers, 13 per cent were less than 25 years; 55 per cent were in the interval of 36-45, while the rest were above 46 years age. Meanwhile, 57 per cent of the PTU was more than the age of 56, and the rest were between the ages of 36-55 years. From the given information one can infer that all school principals were at the age of maturity

As to item three of the table, education levels of the respondents, 86 per cent of the principals and 95 per cent of the teachers were either BA or BSc graduates; while 14 per cent of the principals and 3 per cent of teachers attended post graduate level. From this information one can deduce that all secondary school principals were qualified and almost all teachers would suffice the new education policy. The new education policy claims that secondary school teachers and principals must have BA or BSc as a minimal requirement.

Regarding item four, field of specialization, 43 per cent principals were graduate of Educational Administration and the rest, 57 per cent were a graduate of other disciplines. In the case of teachers, 24 per cent of them are from languages; 35 per cent from social sciences; 32 per cent from natural sciences; and the rest 9 per cent were from other field of specialization. Based on the given information, almost all types of subject area teachers are incorporated under the study and make the sample representative.

As we move to item five, years of service, 100 per cent of the principals have an experience of more than 16 years. While, in the case of teachers, 14 per cent had less than 5 years of experience in teaching and the rest 81 percent of the teachers had more than 6 years teaching experience. Based on the given information, all secondary school principals have sufficient experience to administer the school. Hussein et al cited in Richards (1997:24) stated that

experience is the source of knowledge and experience makes people resourceful.

In the succeeding table, respondents were provided a list of 10 statements in which are related to students' disciplinary problem in the secondary schools of Addis Ababa. This section of the questionnaires helps to see the principals', teacher's and PTU's opinion on the occurrence of disciplinary problem in their respected schools.

As it is shown on the table the respondents opinion ranges from (5=strongly agree, 4=agree, 3=neutral/undecided 2=disagree 1=strongly disagree). For the purpose of analysis, strongly agree and agree were added; similarly, disagree & strongly disagree were also merged together. Only the sum of 5+4 and 2+1 are changed in to percentage and interpreted.

To achieve proper analysis, similar questions from the principals, teachers and Parent-Teachers Union questionnaires were collected and analyzed together. For successful interpretation, fractions are approached to the nearest decimals. Thus, the total numbers of respondents were 185; of these 7 principals, 164 teachers and 14 PTU.

Table 3- students' discipline problems in the classrooms

No	Students disciplinary problems at classroom	Degree of occurrence									
		Respondent	5	4	3	2	1	5+4	%	2+1	%
1	Talking or disturbing the classroom while the lesson is going on	principals	1	4	6	3	-	5	79	3	21
		teachers	48	90	10	16	-	138	84	16	10
2	Cheating or attempting to cheat during exams or test	principals	2	4	1	-	-	6	86	-	-
		teachers	63	87	2	10	2	150	91	12	7
3	Failing to do assignments, homework or class work	principals	2	5	-	-	-	7	86	-	-
		teachers	53	99	2	10	-	152	93	10	6
4	Coming to classroom without appropriate learning materials like text books, pen, ex. book	principals	2	4	1	2	-	6	86	1	14
		teachers	43	71	11	28	11	114	70	39	24
5	An expected absenteeism	principals	2	3	-	1	-	5	71	1	14
		teachers	43	71	11	28	11	114	70	39	24
6	Stealing student's or school's property	principals	2	4	-	1	-	6	86	1	14
		teachers	42	73	13	24	12	115	70	36	22
		PTU	3	4	3	3	2	7	50	5	36
7	Mocking or joking at teachers	principals	2	3	-	2	1	5	71	2	29
		teachers	48	56	29	24	11	104	63	25	15
		PTU	3	6	1	4	-	9	64	4	29
8	Physical attack or intimidation against teachers of school administration members	principals	2	2	1	2	-	4	57	2	29
		teachers	51	73	10	25	-	124	76	30	18
		PTU	2	4	3	4	1	6	43	5	36
9	Insulting	principals	1	3	-	2	1	4	57	3	43
		teachers	47	63	32	15	7	110	67	22	13
		PTU	4	4	3	2	1	8	57	3	21
10	Sleeping in the classroom or getting bored	principals	2	4	-	1	-	5	86	1	14
		teachers	66	89	3	6	-	155	95	6	4

Key: 5=Strongly Agree 4=Agree 3= Undecided 2=Disagree 1= Strongly Disagree

Regarding the first question, talking or disturbing in the classrooms while the lesson is going on, 79 per cent of the principals, 84 per cent of the teachers' said that students were talking or disturbing the class while the lesson was going. During the observation, I had seen that many students were restless, they were talking, whispering, nudging each others in the classroom while the lesson is going on and the teachers were repeatedly warning them. Here, it is possible to say that disturbing in the class would affect the teaching learning process because the attention of the students was diverted.

Considering the second question, cheating or attempting to cheat during examination or test, 86 per cent of the principals and 91 per cent of the teachers agreed that students are cheating or attempting to cheat during examination or tests. While the rest 7 per cent of the teachers disagreed. Based on the given data, one can say cheating or attempting to cheat is a common disciplinary problem and students were relying on cheating than confidently doing themselves.

The next question was regarding failing to do assignments, home works or class work, 86 per cent of the principals and 93 per cent of the teachers said that students were failing to do assignments, home works or class works. From this one can possibly suggest that failing to do what the teacher commands would be an indication of lack of discipline. Hence, most of the respondents agreed that failing to do home work, assignments or class works would be the commonly observed discipline problems of students of secondary schools. The information from observation and interview also strengthen this fact that teachers were accusing students for not doing what the teachers ordered them to do. As a result, many teachers and students got into conflict due to cheating during examination and failing to do their home works, class works and assignments.

Regarding to the next questions, coming to class room without appropriate learning materials like books, pen, exercise book etc; 86 per cent of the principals and 87 per cent of the teachers claimed that students come to

school without securing the appropriate learning materials to the classroom. While, the rest 14 per cent of the principals and 10 per cent of the teachers disagreed that students do have the necessary school materials when they come to school. As we see the figure, most respondents agreed that students would come school without securing all the necessary school materials i.e. text books, exercise books, pens pencil etc. During the classroom observation, only a few books were seen on the tables many students were seating idle. The interview also ratified that though students have received all subject books individually from the school at the beginning of the year, most students never bring them to classrooms. If a student doesn't have the appropriate material, he/she might be exposed for disciplinary problems because he/she can't properly attend their education.

Regarding absenteeism /truancy, 71 per cent of the principals and 70 per cent of the teachers suggested that there would be unexpected absenteeism in secondary schools, but 14 per cent of the principals and 24 per cent of the teachers disagreed that absenteeism would not be a serious disciplinary problem in schools. As I went through the students' attendance sheet document everyday five to ten students got absent. Based on the given information, one can possibly conclude that absenteeism is a common disciplinary problem in secondary schools. Moreover, the interview also revealed that homeroom teachers forced absent students to bring their parents to ask the reasons way their children's being absent and to give a remedy.

Regarding the next question, stealing students' or schools' properties, 86 per cent of the principals, 70 per cent of the teachers and 50 per cent of the PTU agreed that stealing is a disciplinary problem in secondary schools, but 14, 22 and 36 percent of the respondents respectively disagreed. The information gathered through interview revealed that many students, school staff members were reporting to the school administrators that they were losing their personal properties like pens, books; schools properties like books from libraries, laboratories kits, plasma remotes have also been stolen. According to the information mentioned above, most respondents confirmed that stealing

either students' or school's properties are a discipline problem in secondary schools.

Regarding mocking or joking at teachers or school administration staff, 71 per cent of the principals, 63 per cent of the teachers and 64 per cent of the PTU suggested that mocking or joking at teachers or other staff is a common disciplinary problem in secondary schools, but 29, 15 and 29 per cent of the respondents disagreed. The interview also confirmed that students were secretly calling their teachers' names; writing inappropriate words on boards and class walls; simulating the teachers act are the commonly seen disciplinary problems in schools. Mocking at school staff members is an indication of disciplinary problems because disrespect is a sign of discipline problem.

Regarding physical attack or intimidation against teachers or school administration members, 57 per cent of the principals, 76 per cent of the teachers and 43 per cent of PTU agreed that physical attack or intimidation is disciplinary problem in schools; while, 29, 18 and 36 per cent of the respondents disagreed respectively. The interview ratified that teachers and school principals were threatened by some students in different ways. As we can see the data, physical attack or intimidation is happening in schools. As the interview information, some teachers were in conflict with students.

Similarly, 57 percent of the principals, 67 percent of the teachers and 57 percent of the PTU agreed that staff members were being insulted by students' by different reasons; documents revealed that 23 teachers had been threatened by students. While 43, 13 and 21 percent of the respondents disagreed respectively. But from the given figure, one can possibly suggest that insulting happens in schools.

As we to precede to the last question, sleeping in the classroom or getting bored, 86 per cent of the principals and 95 per cent of the teachers agreed that sleeping or getting bored in the classroom is one of the serious disciplinary problems while in secondary schools. The observation is also proved that many students were either sleeping or getting fed up in the classroom while the

lesson is going on. From this one can understand that sleeping or getting bored is a common act in the classroom.

Table 4 Contemporary students discipline problems at school compound

No	Types of students' disciplinary problems at school compound	Degree of occurrence									
		Respondents	5	4	3	2	1	5+4	%	2+1	%
1	Late coming to school	principals	1	4	-	2	-	5	71	-	-
		teachers	50	66	23	19	6	116	71	25	15
		PTU	1	4	6	3	-	5	36	3	21
2	Fleeing from or getting into the school compound jumping over the fences	principals	1	3	1	2	-	4	57	2	29
		teachers	41	58	31	23	6	99	60	34	21
		PTU	1	4	5	3	1	5	36	4	29
3	Coming to the class room after the teacher had began the lesson and leaving it immediately flowing the teacher's footsteps	principals	2	4	-	1	-	6	86	1	14
		teachers	62	88	-	13	1	150	92	13	8
		PTU	-	-	-	-	-	-	-	-	-
4	Defacing, damaging or destroying school property	principals	1	2	1	2	1	3	43	3	43
		teachers	31	69	20	30	14	100	61	44	27
		PTU	2	4	3	3	2	6	43	5	36
5	Refusing to wear uniform	principals	1	3	1	2	1	4	57	3	43
		teachers	30	44	22	49	19	74	45	68	41
		PTU	2	2	3	4	3	4	29	7	50
6	Committing undesirable habits like chewing 'chat', smoking, drinking in the school compound	principals	1	2	1	3	-	3	43	3	43
		teachers	12	19	41	60	12	31	19	72	44
		PTU	1	3	6	2	2	4	29	4	29
7	Failing to give respect for teachers or administration workers	principals	2	3	1	1	-	5	71	1	14
		teachers	60	79	9	14	2	139	85	16	10
		PTU	4	5	3	2	-	9	64	2	14
8	Abuse or rape	principals	1	1	3	2	-	2	29	2	29
		teachers	-	15	137	10	2	15	9	12	7
		PTU	3	2	5	4	-	5	36	4	29

Key: 5=Strongly Agree, 4=Agree,3=Undecided,2=Disagree , 1= Strongly Disagree

As we proceed to the first question being late to school, 71per cent of the principals, 71 per cent of the teachers and 36 per cent of PTU suggested that

being late would be a serious school problem in secondary schools. While 15 per cent of the teachers and 21 per cent of the PTU expressed late coming to school said it is not a significant problem. However, from the above information one can clearly understand that late coming is a common phenomenon and it is also a source of discipline problem in many ways. If it is so, late coming will have a negative effect on the quality of education in the long run. Regarding this issue, during the observation, I have seen a number of students setting down near the main gate and they were waiting for until the first class is over. These students could miss the first class, and then they are allowed to get into the class. The principals told me that late coming is a common phenomenon in school; we, principals, sometimes forced the late comers to get back to their homes.

As we proceed to question, fleeing away or getting into the school compound jumping over the fences, 57 per cent of the principals, 60 per cent of the teachers and 36 per cent of the PTU agreed that it would be a common phenomenon in secondary schools. While 29, 21 and 29 per cents of the respondents respectively suggested that jumping over the fences would not be a commonly seen in schools. Form the given data, it is possible to say that fleeing over the fence would be a disciplinary problem and this negatively affects the teaching learning process in many ways. During the observation, all sample secondary schools have fences made of bricks, however, the information from the interview revealed that students were attempting fleeing over it.

As it can be seen from the response of the next question coming to the class room after the teacher had began the lesson and leaving it immediately following the teachers footsteps, 86 per cent of the principals and 92 per cent of the teachers agreed that it a common disciplinary problem in secondary schools. The observation also ratified that some students were coming into the classroom after the teacher had began the lesson. Similarly, some students left the class after the teacher's footsteps. It is quite common to see that students were wondering outside the classrooms during the class time. According to the

figure illustrated above and information from the observation, one can easily deduce that almost all respondents identified this as a serious problem.

Regarding defacing, damaging or destroying school property or vandalism, 43 per cent of the principals, 61 per cent of the teachers and 43 per cent of PTU agreed that it is a disciplinary problem in secondary schools. While the rest 30 per cent disagreed that it would not be common disciplinary problems. Whatever it is, damaging property is a harmful practice and harshly affects the education system. The interview also indicated that students had broken school windows, chairs, plasma TV and other school properties in the previous years. This shows that students give little attention for school property.

Similarly, 57 per cent of the principals, 45 per cent of the teachers and 29 per cent of the PTU agreed that students are refusing to wear school uniform when they come to school; while, 43, 41 and 50 percent of the respondents disagreed respectively. During the observation, all students were wearing uniforms in the school compound. As soon as they leave the school compound, however, some students take off their uniform and they wear their ordinary cloth. Wearing school uniform is a rule of all secondary schools. Thus, refusing this rule is a disciplinary problem.

As we proceed to the next question, committing undesirable habits like chewing 'chat' smoking, drinking in the class and school compound, 43 per cent of the principals, 19 per cent of the teachers and 29 of PTU suggested that students are committing undesirable habits like chewing 'chat' and smoking in the school and it is common disciplinary problem in secondary schools. However, 43, 44 and 29 per cent of the respondents disagreed respectively that chewing 'chat' smoking and drinking are not a common disciplinary problem. During the observation no student has been seen while smoking, chewing 'chat' or drinking. The interview, however, ratified that a few number of students were secretly smoking during break time. Likewise, some students as soon as they left the school compound they went into trash places like 'shisha' and 'chat' houses. From the given data, one can easily infer that committing undesirable habits is not a commonly seen disciplinary problem.

Regarding, disrespect or failing to give respect for teachers or members of administration workers, 71 per cent of principals, 85 per cent of the teachers and 64 per cent of the PTU agreed that students fail to give the appropriate respect for teachers or other members of the staff; while insignificant percent of the respondents disagreed. During the observation, it was easy to understand that students do not have an appropriate respect for the teachers because they came into the classroom after the teacher had arrived or they left the classroom as soon as the teacher had left the class.

Regarding abuse or rape, only 29 per cents of the principals, 9 per cent of the teachers and 36 per cent of the PTU suggested that rape is a common source of disciplinary problem in secondary school; while 29, 7 and 29 per cent of the respondents disagreed respectively that rape is not a serious discipline problem. In this regard, most of the respondents get neutral. Based on the data, one can say that abuse or rape is not a serious disciplinary problem in schools.

The most commonly identified students' disciplinary problems

In this section students disciplinary problem are listed according to their degree of occurrence. In the flowing paragraphs, the first paragraph deals about the five common disciplinary problems that are identified by school principals' according to their degree of occurrence

As it can seen in the table 3, coming to the classroom or leaving it right away the teachers' footsteps, coming to the classroom without securing the appropriate school materials like text books, pen ex. book etc, cheating or attempting to cheat during exams or tests, stealing students' or schools' properties, sleeping or getting bored in the classrooms, and failing to do assignments, home works and class works' have been identified by school principals as the most commonly seen students' discipline problems.

While the teachers have identified the following 'sleeping or getting bored in the classroom while the lesson is going on; secondly, 'failing to do assignments, home works and class works; thirdly, 'talking or disturbing the classroom while the lesson is gong on; forth, coming to the classroom after the teacher had

begun the lesson and leaving it immediately following the teacher's foot steps;; fifth coming to the classroom without securing the appropriate school materials like text book, pen ex. book etc,. similarly, 'giving respect for teachers and school administration members' as the succeeding most commonly seen disciplinary problem in the schools.

Table 5 showed common corrective measures taken by principals and teachers to solve disciplinary problems

No	Corrective measures	Respondents	5	4	3	2	1	5+4	%	2+1	%
1	Giving students advice privately	principals	1	3	1	2	-	4	57	2	29
		teachers	20	35	10	40	59	55	34	99	60
2	Giving students advices in front of parents or families	principals	2	2	1	1	-	4	57	1	14
		teachers	21	37	40	51	15	58	35	66	40
3	Corporal punishment	principals	1	1	1	3	1	2	29	4	57
		teachers	9	43	33	49	31	51	31	82	50
4	Punishing students with physical exercise or sporting	principals	-	1	3	3	-	1	14	3	43
		teachers	21	38	43	37	25	59	36	62	38
5	Punishing students by engaging them development task like cleaning, digging	principals	1	1	-	3	2	2	29	5	71
		teachers	11	19	34	71	29	30	18	100	61
6	Insulating	principals	-	1	-	2	4	1	14	6	86
		teachers	-	21	3	82	58	21	13	140	85
7	Firing or expelling from the school for good	principals	-	-	1	5	1	-	-	6	86
		teachers	11	13	39	51	50	24	15	101	62
8	Letting the students out from the classroom	principals	-	1	-	4	2	1	14	6	86
		teachers	53	92	-	15	4	145	88	19	12
9	Sending the disrupting students to the office	principals	-	1	2	4	-	1	14	4	57
		teachers	53	61	22	21	6	114	70	28	17
10	Giving written warning	principals	2	2	1	2	-	4	57	3	43
		teachers	38	41	-	17	6	79	48	23	14
11	Reprimanding	principals	3	3	-	1	-	6	86	1	14
		teachers	78	70	3	6	7	148	90	13	8
12	Lowering or reducing marks	principals	-	-	1	3	3	-	-	6	86
		teachers	27	32	-	39	32	59	36	71	43
13	Reaching them to the police	principals	1	1	-	3	2	2	29	5	71
		teachers	5	11	11	51	86	16	10	137	84

Key: 5=Strongly Agree, 4=Agree ,3= Undecided, 2=Disagree , 1= Strongly Disagree

Regarding the first corrective measure, giving advice students privately, and 57 per cent of the principals and 34 per cent of the teachers agreed that students who have disciplinary problems have better been told their mistakes and advised privately; while more than half of the teachers, 60 per cent, suggested that students who have disciplinary problems are better told their mistakes in front of their classmates or friends. In this regard, Kujuth (1970:46) claims that counseling could play an unparalleled role to control or minimize disciplinary problems in schools; however, he argues that counseling becomes effective when it is carried out by the right person, at the right time and right place. Unless counseling is carefully administered, it might negatively affect the person (student). From the given fact principals and teachers recommended giving advice based on the problems the students committed.

The response to the second question 'giving student's advice in front of parents or families', 57 per cent of the principals and 35 per cent of the teachers suggested that giving students advice in-front of their parents or families is more helpful or important, while 14 per cent of the principals and 40 per cent of the teachers disagreed. As parents are responsible for their children, it is better to let them know their children's school activities or behaviors. Dauber and Epstein (1993:171) explain parents' involvement in school affairs; parents' participation in school affairs is an important factor to reduce school problems. For one thing, when parents involve in school issues, they could get the chance to know about their children's school behavior; secondly, they develop the habit of participating in school affairs. The observation and document analysis also confirmed that teachers were dealing with parents and they do have a registered document on the issue they discussed. If this habit is developed, it would help to attract the community towards school affairs and the community could develop a sense of responsibility to schools.

Regarding item three of the tables, corporal punishment, 14 per cent of the principals and 36 per cent of the teachers agreed that corporal or physical punishment would serve as a corrective measure for disciplinary problems at

schools; while, 43 per cent of the principals and 38 per cent of the teachers denied corporal punishment as a corrective measure. Many scholars claimed that corporal punishments should not be solutions to overcome discipline problem in the school. In this regard, Gordon (1974:16) and Redel and Seviako (1956:1-2) strongly condemn corporal punishments. On contrast, scholars like Kasambira (1996:112-15) claims that corporal punishment might be indispensable method of controlling discipline problem in schools for contain types of youngsters, particularly those from disadvantaged areas. During the observation I have seen that some teachers and unit leaders carried sticks and rubber whip and they were wondering in the compound. So it is obvious that there is a corporal punishment in schools.

As item number four indicates, punishing students with physical exercise or sporting as a corrective measure in schools, a few of the respondents only agreed that punishing with a sport or physical exercise to correct students from disciplinary problems. But, 71 per cent of the principals and 61 per cent of the teachers suggested that sporting or physical exercise must not be taken as a means of corrective measure. Physical education is given as a school subject and if sporting or physical exercise served as a punishment in schools, students might develop a negative attitude towards the subject.

Regarding items, punishing students by engaging them in labor activities in the school compound like cleaning, digging etc, 18 per cent of the respondents suggested that engaging students in school development tasks is appropriate to maintain school discipline. While more than half, of the respondents, 58 per cent denied the measure. Though development tasks are more helpful for the school progress, punishing students in such a way might result in students' dislike and to develop a negative attitude towards work.

As item number six in the table, insulting or looking down students 86 per cent of the principals and 85 per cent of teachers condemn 'insulting' should not be taken as a corrective measure for discipline problem in schools. Based on the given data above one can infer that insulting or despitful others have

not been in secondary schools. This shows that teachers and school administrators respect their students.

Regarding item seven, expelling or firing a misbehaving student from the school for good, none of the principals and only 11 per cent of the teachers suggested that 'firing or expelling students from school for good' is an appropriate solution for disciplinary problems; while 86 per cent of the principals and 62 per cent of the teachers refused that firing or expelling students for good from school could not be taken as a corrective measure to overcome discipline problems in schools. When a student is fired or expelled from school, he/she might be exposed for more disciplinary problem and become a problem for the school and the community too. As schools are place where students acquire a behavioral change, teachers and principals are responsible to produce genuine citizens.

As item number eight in the same table, letting the students out of the class, none of the principals and 88 per cent of the teachers suggested that letting the disrupting students out of the classroom is appropriate corrective measure to maintain the discipline of the class; while 86 per cent of the principals and 12 per cent of the teachers disagreed that it would not be a good solution to maintain school discipline. When we look at the data most teachers support letting the disrupting students out of the class as a corrective measure, but this issue is denounced by the principals. However, this activity might bring a short relief for the teacher and for the class room, but those students, who are forced to let out of the class, might disturb other classes. During the observation we saw that a number of students were standing alongside of the corridor. Others were sitting in the shade while others were wondering in the school compound. Some of these students were expelled from the classroom by the teacher. Thus, these students might get the chance to disturb the bigger domain, the school. So, expelling or letting students out of the class should not be served as a corrective measure to resolve discipline problem in the school. The interview information portrayed that school administrators condemned these activities of teachers.

As we move to the item nine of the table, sending the disturbing students to the school administration, 14 per cent of the principals and 70 per cent of the teachers suggested that bringing or reaching disturbing students to the school administration could be an appropriate corrective measure to reduce disciplinary problem in schools. While 57 percent of the principals and 17 percent of the teachers suggested that it is not a better measure to maintain school discipline. As it is indicated in the previous section, review literature, kasambira (1996:112-115) states that "sending the student to the office should be reserved for really serious offences; when the teacher frequently sent his/her students to the office, the students might lower the prestige of the teacher. Moreover, he states that school principals or assistances are not in a good position to deal with routine cases because principals have got other activities. Information gathered through interview also confirmed that many teachers were sending students to the office regularly and the office were attempting to find solution to them. Thus, reaching or disrupting students to the school administration is not an appropriate corrective measure of discipline in schools because it adds an extra burden for principals.

Regarding item ten, giving them a written warning, 57 per cent of the teachers and 48 per cent of the teachers suggested that written warning is a right corrective measure to maintain school discipline. However, 43 per cent of the principals and 14 per cent of the teachers suggested that written warning is not an appropriate measure to keep school discipline. School principals gave written warning to students who did a serious discipline problem in schools; written warning can serve as document for other time and students might get afraid to do disciplinary problem another time, so it might be a proper measure to keep school discipline.

Regarding item eleven in the above table, 'reprimanding or verbal punishment', the majority of the respondents, suggested that giving verbal punishment is good corrective measure. While few, 14 per cent of the principals and 8 per cent of the teachers disagreed that word warning is not be a good solution to keep school discipline. In response to reprimanding, kasambira

(1996:112-115) suggests that it is probably the commonest and most poorly used kind of punishment. He underlines that frequent public reprimands tend to reinforce misbehavior. As disciplinary problems are a day to a day problems of schools, reprimanding could be taken as a best method to maintain discipline in schools. However, when students are accustomed to the situation, they might ignore it. So principals and teachers must use reprimanding systematically.

As item twelve, lowering or reducing marks or results, none of the principals and 36 per cent of the teachers suggested that lowering or reducing marks would be considered as a solution to keep school discipline; while 86 per cent of the principals and 43 per cent of the teachers refused that lowering marks should not be taken as a corrective measure. In this regard, Kasambira (1996:112-115) explains that punishing students by lowering their marks in the subject is a weak and poor technique to control or reduce discipline problems which should be avoided. To lower students marks or grades might be also a source for further dispute. It also lowers the virtue of the teaching profession too. Thus, he underlines that by no means, under any circumstance such punishment is tolerated.

The last question which reads, reaching students who have a discipline problem to the police, 29 per cent of the principals and 10 per cent of the teachers said that school disciplinary problems must get solution by school officials. Reaching the disrupting student to the police could be denounced by 71 per cent of the principals and 84 per cent of the teachers. As we looked at the data, teachers and school principals never believe with reaching disrupting students to the police as a solution to school discipline. However, from the interview, I understood that if there is a serious disciplinary problem like vandalism, the school can give such students to the police.

Table 6- Sources of Students Disciplinary Problems related with teachers

No	Teacher related	Respondents	5	4	3	2	1	5+4	%	2+1	%
1	Teachers' educational qualification	principals	-	1	-	5	1	1	14	6	86
		teachers	-	8	10	120	26	8	5	146	89
		PTU	-	-	-	-	-	-	-	-	-
2	Teachers teaching approach	principals	2	4	-	1	-	6	86	1	14
		teachers	38	59	3	50	14	97	59	64	39
		PTU	4	6	1	3	-	10	71	3	21
3	Teachers personality	principals	2	3	-	2	-	5	71	2	29
		teachers	25	41	8	41	50	65	40	91	55
		PTU	3	5	2	3	1	8	57	4	29
4	inadequate preparation of lesson	principals	2	3	-	3	-	4	57	3	43
		teachers	30	48	29	48	9	78	48	47	29
		PTU	3	5	4	2	-	8	57	4	29
5	Teachers' experience	principals	-	2	1	2	2	2	29	4	57
		teachers	27	43	39	40	15	70	43	55	34
		PTU	4	6	1	3	-	10	71	3	21
6	Classroom management	principals	3	4	-	-	-	7	100	-	-
		teachers	40	58	20	53	13	98	60	66	40
		PTU	6	2	2	4	-	8	57	4	29

Key: 5=Strongly Agree , 4=Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree

The data in the above table are analyzed as follow. Each main source has got specific point under it. For the purpose of efficient analysis, each specific point is analyzed separately.

Regarding the first source of student's disciplinary problem, almost all respondents, 86 per cent of the principals and 89 per cent of the teachers suggested that educational qualification of the teachers' is not a source of disciplinary problem. Table two shows 100 per cent of the principals and 98 per cent of the teachers do have at least first degree in their subject area. From this one can understand that almost all teachers' have secured the required

educational qualification to teach at secondary schools. The new Education and Training policy claims that secondary education must be carried out by degree holders (minimum requirement). Thus, it is possible to say that Ministry of Education has archived a success to this end.

As one moves further, 'The teaching approach or method of teaching' as a source of students disciplinary problem, 86 per cent of the principals, 59 per cent of the teachers and 71 per cent of the PTU suggested that approach/method of teaching is source of discipline problem; while 14, 39 and 21 percent of the respondents respectively suggested that teacher's teaching approach would not be a source of student's disciplinary problems. However, from the given data one can possibly say that teachers' teaching approach is a main source of students' disciplinary problems. In this regard, Anthony and Witold (1995) in Taye (1997) states that the way teacher presents the lesson can affect the education either positively or negatively and this has an impact on the discipline of the students. According to the above scholars, the way the lesson is presented has a direct link with the way the students' response.

As we proceed to the next question, teacher's internal personality, 71 per cent of the principals, 40 per cent of the teachers and 57 per cent of PTU suggested that teacher personality has a great impact on students' discipline; while 29, 55 and 29 per cent of principals, teachers and PTU respectively claimed that it is not a source of students' discipline problems. Based on the figure, it is possible to say principals believe teachers' personality would be the source of students' disciplinary problems. Guinott cited in Richard (1997:29) says that teacher's personality could be the determinant factor in developing students' personality.

Regarding to the next question, inadequate preparation, 57 per cent of the principals, 48 per cent of the teachers and 57 per cent of the PTU agreed that inadequate preparation or planning would be a source of disciplinary problem. Many scholars like Kujoth (1970:30) and Richard (1997:24) underline that adequate preparation of the lesson plan could avoid student's disciplinary problem. In other words, when the teacher carefully prepares his /her lesson,

students could never get a chance to disturb the class because they would be absorbed into the lesson. Anne (1996:19) stressed the importance of planning as it is a bridge between identification of learners need and learning activities; it is a vital stage in the teachers' unreserved commitment. As I went through the relevant document, teachers were preparing lesson plans (yearly, and weekly).Moreover, the information gained from the interview consolidated this truth as teachers were preparing their lessons and submitting to the office for comments every Friday.

Regarding to the next item, experience of teachers, 29 per cent of the principals,43 per cent of the teachers and 71 per cent of the PTU responded that lack of experience could also be a source of students discipline problem; while, 57, 34 and 21 percent of the respondents suggested respectively that lack of experience is not a factor for students' disciplinary problem. As it is seen in table 4.1 most teachers do have six years teaching experience. Regarding the importance of experience, as it was indicated in the review literature, scholars like Clark and Peterson (1986:279:80) explain that there is a marked difference in controlling the classroom discipline between experienced and novice teachers because experienced teachers understand and interpret what is going in the classroom and that will happen then very easily.

Table 7- Sources of Students Disciplinary Problems related withprincipals

No	Principals related	Respondent	5	4	3	2	1	5+ 4	%	2+ 1	%
1	Principals' education qualification	principals	-	1	-	4	2	1	14	6	86
		teachers	-	30	26	70	38	30	18	108	66
		PTU	-	-	-	-	-	-	-	-	-
2	Principals' administration approach	principals	2	1	1	3	-	3	43	3	43
		teachers	43	52	11	37	21	95	58	58	35
		PTU	2	5	1	4	2	7	50	6	43
3	Principals' personality	principals	1	2	1	2	1	3	43	3	43
		teachers	23	46	7	70	18	69	42	88	54
		PTU	2	2	6	3	1	6	43	4	29

Key:5=Strongly Agree, 4=Agree,3= Undecided , 2=Disagree, 1= Strongly Disagree

The second category is related to student disciplinary problems which arise because of the school administration or principals. As we looked at the first point, principals' educational qualification, almost all respondents suggested principals' educational qualification of is not a source of students' disciplinary problem. As it was mentioned in table two all principals have secured at least first degree holders, but only 43 per cent of them have got their degree in school administration.

Regarding the succeeding item, principals' approach of administration, 43 per cent of the principals, 58 per cent of the teachers and 50 per cent of PTU claimed that poor administration approach would be a sources school disciplinary problem; while 43, 35 and 43 per cent of the respondents respectively suggested that the school administration approach would not be source of disciplinary problem for students. The information from the observation revealed that principals were collaborating against teachers and unit leaders to achieve discipline. Moreover, during break time principals have lent hand to other staff members to control discipline. These shows the school managements play unreserved role in controlling school discipline.

As to move to the item, principals' personality, 43 per cent of the principals, 42 per cent of the teachers and 43 per cent of PTU suggested that principals' personality would be source of students disciplinary problems; while, 43, 54 and 29 percent of the respondents suggested that principals' personality was not a source of disciplinary problem. Katz (1967:75) suggests that to administer the school effectively, principals must give equal value for all members of the school community.

Table 8- Sources of Students' Disciplinary Problems related with students themselves

No	Students related	Respondents	5	4	3	2	1	5+4	%	2+1	%
1	Peer pressures	principals	2	3	1	1	-	5	71	1	14
		teachers	61	78	10	10	5	139	85	15	9
		PTU	8	4	1	1	-	12	86	1	7
2	Maturity or age levels	principals	2	3	-	2	-	5	71	2	29
		teachers	39	49	16	33	27	88	54	60	37
		PTU	3	2	1	4	4	5	36	8	57
3	Economic problem	principals	1	5	-	1	-	6	86	1	7
		teachers	40	98	9	5	10	139	85	15	9
		PTU	4	8	1	-	1	12	86	1	7
4	Despondency or lack of academic success	principals	3	2	1	1	-	5	71	1	14
		teachers	68	70	3	17	6	138	84	23	14
		PTU	4	6	1	3	-	10	71	3	21

Key: 5=Strongly Agree , 4=Agree, 3= Undecided , 2=Disagree, 1= Strongly Disagree

As we proceed to the next section, student related disciplinary problems are discussed. Concerning the first item, peer pressure, 71 per cent of the principals, 85 per cent of the teachers and 86 per cent of PTU suggested that peer pressure would be a source of student's disciplinary problem. The information from the interview also ratified that most school disciplinary problems are the result of peer influence; students have been greatly influenced and attracted by their peer groups. Based on the data, one can easily infer that peer pressure is a source of disciplinary problems. In this regard, Kasambira (1996:100-1) suggested that peer pressures can have both positive and negative effect on students. Students could rebel against school or class rules in order to be affiliated by their peer groups.

As we move to the next source of students' related problem, maturity is another factor. In this regard, 71, per cent of the principals, 54 per cent of the teachers and 36 per cent of PTU suggested that maturity levels of students are sources of disciplinary problem; while 29, 37 and 57 per cent of the

respondents denied the condition. During the observation I have seen that most students were kids and as I have learned from the attendance document most students have been below 15 years of age. As they are early adolescence age, they are much eager to acquire new things; and as a result, of their quickness, they might be attracted towards discipline problem. From the given data one can infer that when students are below the required maturity level, they might be exposed for disciplinary problems because during adolescent age it is quite difficult to identify good from bad.

Regarding economic problem, 86 per cent of the principals, 86 per cent of the teachers and 86 per cent of PTU suggested that economic problem is a source of student's disciplinary problem in schools. While a few respondents, 20, 19 and 29 per cent of the respondents said that economic factor would not be a source of disciplinary problem at schools. However, kasambira (1996:100-1) underlines that economic related problem like missing basic needs like meal, cloth and adequate sleep can be the cause for unpleasant behavior or pattern. The information from the interview also revealed absenteeism, late coming, jumping over the fence, sleeping in the classrooms and tiredness are also much related to economic problems. As students are engaging in income generating activities, they become fad up in school time.

Similarly, 71 per cent of the principals, 84 per cent of the teachers and 71 per cent of PTU claimed that lack of academic success could be a source of disciplinary problems in schools. As we look at the figure, majority of the respondents believe that lack of academic success would lead to despondency. In this regard Charlton and David (1993:154-6) explain that poor grades, learning problems, the inability to attain some measures of success in completing school assignments, and the failure to meet university or college entrance requirement may cause disruptive behavior in students.

Table 9- Sources of Students Disciplinary Problems related with parents or families

No	Family or parent related	Respondent	5	4	3	2	1	5+4	%	2+1	%
1	Education level	principals	2	4	-	1	-	6	86	1	14
		teachers	49	64	4	35	12	113	69	37	23
		PTU	3	8	1	2	-	11	79	2	14
2	Economic status	principals	2	4	1	-	-	6	86	1	14
		teachers	55	67	5	25	12	122	74	37	23
		PTU	7	5	-	2	-	12	86	2	14
3	Lack of awareness	principals	2	3	-	2	-	5	71	2	29
		teachers	56	65	2	28	13	121	74	41	25
		PTU	6	5	1	2	-	11	79	2	14

Key: 5=Strongly Agree, 4=Agree, 3= Undecided,2=Disagree, 1= Strongly Disagree

This section deals about family or parent related causes of students' disciplinary problem in schools. In this reared, 86 per cent of the principals, 69 per cent of the teachers and 79 per cent of PTU suggested that parents' or families' education level would be a source of disciplinary problem in the school; while 14, 23 and 14 per cent of the respondents respectively disagreed. As we know from experience, educated parents give much attention to their kids' education. They follow up to the day to day activities of their children's school life; so parents' education level could have an impact on student's academic success. From the given information one can possibly conclude that students from educated families are more advantageous regarding schooling than the other.

Regarding, economic problem, most of the respondents claimed that the economic status of the families or parents have a great impact on the behavior of the students. In other words, 86 per cent of the principals, 74 per cent of the

teachers and 86 per cent of PTU agreed that student from the disadvantaged groups are more liable for disciplinary problems. As it can be seen in the existing situation, children from well to do families are going to well equipped private schools; while those from low economic families go to government schools and these groups are more liable for school discipline problems.

Table 10- Sources of Students Disciplinary Problems related with schools' infrastructures and physical setting

No	School related	Respondent	5	4	3	2	1	5+4	%	2+1	%
1	Lack of clear rules and regulation in the school	principals	-	1	1	3	2	1	14	5	71
		teachers	29	45	20	52	18	74	45	70	43
		PTU	2	3	6	3	-	5	36	3	21
2	Lack of adequate infrastructures like Laboratory, library	principals	1	4	-	2	-	5	71	2	29
		teachers	52	71	4	30	7	123	75	37	23
		PTU	3	4	4	3	-	7	50	3	21
3	School physical setting or location	principals	3	3	1	-	-	6	86	-	-
		teachers	51	52	7	35	9	113	70	44	27
		PTU	4	8	1	1	-	12	86	2	14
4	Class size	principals	3	4	-	-	-	7	100	-	-
		teachers	31	83	12	30	8	114	70	38	23
		PTU	3	8	-	2	1	11	79	3	21
5	Seating arrangement	principals	2	2	1	2	-	4	57	2	29
		teachers	39	84	4	27	10	123	75	37	23
		PTU	3	3	6	-	2	6	43	2	14

Key: 5=Strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree

As we proceed to the next section, school' related issues are raised and discussed. Regarding, Lack of clear rules and regulation in the school, 14 per cent of the principals, 45 per cent of the teachers and 36 per cent of PTU replied that absence of clear rules and regulations in the school could result in discipline problem. While 71, 43 and 21 percent of the respondents disagreed that it would not be a source of disciplinary problem. As it is seen in the review literature, absence of clear rule and regulation result in disruption. In this regarded, kasambira (1996:106) underscores that "Every school must have disciplinary rules; well disciplined school is school with a few and clear

discipline rules. A few definite discipline rules which make sense to students and teachers alike will prove to be most successful. Rigid set of rules tend to encourage rule breaking. The information from the interview revealed that every school has its own rules; and these rules and regulations needs to be publicized to the students.

The next issue is lack of appropriate infrastructure like, playing ground, laboratory, library, etc where 71 per cent of the principals, 75 per cent of the teachers and 50 percent of PTU suggested that lack of adequate school infrastructure could result in disruption or disciplinary problems. Based on the given information, there are shortages of play grounds, laboratories, a libraries and well equipped pedagogical centers in the secondary schools. However, during the observation, all schools have laboratories, library and playing ground. Though, they have laboratories, library and play ground, they are not compatible with number of students. The numbers of students are currently alarmingly increasing but these inputs are not. Regarding this issue, Macabre (1954:306) underlines that shortage of educational inputs like libraries, laboratories would heavily destruct the education system, and consequently the students' desire towards learning might be decreased.

Regarding the school physical setting or location, 86 per cent of the principals, 70 per cent of the teachers and 86 per cent of PTU commend that school physical setting or location would be a source of disciplinary problem. While, a few of the respondents disagreed that it would not be causes disciplinary problem. From the given data most respondents believed that physical setting of schools are not in a good position to accomplish teaching learning process. Bellon et al (1992:18) suggest that the physical setting or location of the school is a determinant factor for the cause of discipline problems. For example, if the school compound is surrounded by hotels, video houses and gambling houses, the students could easily be exposed for other unwanted behaviors and this result in the out break of discipline problems. The observation and interview made also confirmed that some students have been visiting nearby hotels, cafeterias and video houses during the school time.

Recently, it is a common phenomenon to look students in hotels and "chat" houses during school time with their uniform.

Regarding class size; on this issue, 100 per cent of the principals, 70 per cent of the teachers, 79 per cent of PTU claimed that large class size would be a source of disciplinary problem; while a few per cent of the respondents denied that large class size would not be a source of disciplinary problem. However, regarding large class size, Bellon et al (1992:19) suggest that huge number of students per class and in school as a whole, negatively affect the discipline in the school. As the number of students increase, it is difficult to control the activity of students in the classroom. If the teacher couldn't manage the class properly, students might incline towards discipline problems. During the observation, huge numbers of students (average 75-80) have been seen in the classroom.

Regarding the seating arrangement, 57 per cent of the principals, 75 per cent of the teachers and 43 per cent of PTU claimed that the seats and seating arrangements in the class room would be sources of disciplinary problems; while 29, 23 and 14 percent of the respondents disagreed that seats and seating arrangement would not be cause of disciplinary problem in the school. Emmer et al (1989:3) underline that the teacher must give due attention for the seats and seating arrangement of students because it would be a serious causes of school and class disciplinary problems. There should be an eye contact between the teacher and the students. During the observation, we had seen that students were seating irregularly i.e. tall students on the front and vice versa. Moreover, the chairs are not movable and which do not invite group discussion. This might affect the teacher to control the class.

Table 11 Sources of Students Disciplinary Problems related with government

No	Government related	Respondent	5	4	3	2	1	5+4	%	2+1	%
1	Political condition	principals	1	4	2	-	-	5	71	-	-
		teachers	13	51	60	29	21	54	33	50	30
		PTU	2	7	2	3	-	9	64	3	21
2	Curriculum	principals	1	2	1	2	1	3	43	3	43
		teachers	29	37	40	50	8	66	40	58	35
		PTU	3	4	4	3	-	7	50	3	21

Key: 5=Strongly Agree, 4=Agree, 3= Undecided, 2=Disagree, 1= Strongly Disagree

As we moved to the last section, source of disciplinary problems related with government, curriculum and political situation, 71 per cent of the principals, 33 per cent of the teachers and 64 percent of PTU replied that political situation is a source of school disciplinary problems. The information gathered through the interview showed that political instabilities were sources of school disciplinary problems. In 1997 E.C, students were breaking windows, plasmas etc in response to the instability in the metropolis. This shows that political instability could be also a source of school discipline. While 30 per cent of the teachers and 21 per cent of the teachers denied that political issue would not be a source of discipline problem at school.

In line with this, 43 per cent of the principals, 40 per cent of the teachers and 21 per cent of PTU commend that the curriculum would be a source of school disciplinary problem. While half of the respondents suggested that the curriculum could not be a source of disciplinary problem. In this regard, Wayson et al (1982:49) explain that the curriculum might become source of school disciplinary problem when the curriculum goals are not shared and reinforced; and when the

curriculum content has no solid substance; and instructions do not begin at the student's level of understanding.

Table 12- Principals', Teachers' and PTU' opinions on how they collaborate to maintain school discipline

No	Items	Respondent s	Degree of occurrence					
			Always		Sometimes		Never	
			No	%	No	%	No	%
1	How frequently do you take part to prevent school disciplinary problems along with principals, teachers and PTA members?	Principals	5	71	2	29	-	-
		Teachers	31	19	97	59	36	22
		PTU	2	14	8	59	4	29
2	How frequently do you cooperate with other staff principals, teachers and PTA to give solutions for school disciplinary problems?	Principals	6	86	1	14	-	-
		Teachers	71	43	89	54	4	3
		PTU	3	21	7	64	2	14
3	How frequently do you follow up students who have got disciplinary problems?	Principals	2	29	3	43	1	14
		Teachers	51	31	89	54	24	15
		PTU	5	36	4	29	5	36
4	How frequently does school administration back teachers measure regarding discipline problems in the school?	Principals	6	86	1	14	-	-
		Teachers	70	43	94	57	-	-
		PTU	6	43	8	57	-	-

Regarding the first question, cooperation with school staff members to prevent the out break of student's disciplinary problem, 71 per cent of the principals, 19 per cent of the teachers and 14 per cent of the PTU suggested that they were cooperating one another to prevent the out break of students' disciplinary problems in schools; while 29 percent of the principals, 59 percent of the teachers and 57 percent of the PTU said that they were 'sometimes' cooperating one another to prevent students' disciplinary problems before it happened. However, 22 percent of the teachers and 29 percent of PTU suggested they were 'never' cooperating with others in prevention programs. From the given data one can understand principals have made an attempt to join hands with other school staff members to prevent the out break of disciplinary problems; while there is no as such strong relation among teachers

and Parent – Teacher Union to take measures before the out break of student's disciplinary problems.

The information from the interview revealed that principals, teachers, and PTU have been collaborating in many aspects in school affairs like, school discipline committee, budgetary issue, evaluation of teachers and fund raising. All schools do have discipline committee that can give the final solution for severe discipline problems in the schools. Christenson and Shendan (2001:75) underline that recently, parents' participation in school affairs must go beyond home work helper and fund raiser. Moore (1995) also underlines that parent's participation in school affairs in three different activates: as policy maker, facilitators and fund raiser. As Charles (1981:222:31) underscores that preventive discipline is more effective than corrective measures at it is said "prevention is better than cure" Analogous to this principals. Teachers and parent- Teacher Associations must collaborate to prevent the out break of school disciplinary problem.

Regarding the issue of, how Principals', teachers' and Parents -Teacher Union collaborate to overcome if students disciplinary problems is broken out in the school, 86 percent of the principals, 43 per cent of the teachers and 21 per cent of PTU replied that they 'always' collaborate with the school administration teachers and PTU to avoid the disruption. While the rest 14 percent of the principals, 54 percent of the teachers 64 percent of PTU suggested that they 'sometime' collaborate with the school administration, teachers and PTU. To achieve a successful school discipline all members of the school must take part in fighting school discipline problems.

As we move to item number four, regular follow up, 86 per cent of the principals, 31 per cent of the teachers and 36 per cent of PTU said that they 'always' follow the development of students discipline problem; while 43 per cent of the principals, 54 per cent of the teachers and 29 per cent of the respondents would 'sometimes' follow students discipline development. The rest 14, 15 and 36 per cent of the respondents could have never followed up the development of students' disciplinary problems.

What activities have so far been done in the school with the collaboration PTU?

The schools administrations have accomplished different activities in the schools like discipline, fund raising program, evaluation of teachers along with PTU. The first and most important collaboration of the principals, teachers and PTU are to maintain school discipline and resolving school conflict. The school discipline committee has been established from different parties in the school. These are teachers, students, and PTU. The committee has consist of five members: the deputy director is the chair person of the committee, head of the teacher's association of the school, student council, and PTU representatives are members of the discipline committee of the school. To achieve its mission, the committee has been meeting every fourteen nights and discuss discipline issues in the school.

The school administrations were collaborating with staff members and PTU in many ways. For example, during the instability in the metropolis, principals, teachers and PTU tried to culminate school rebellions by establishing peace committee in all schools. Schools are the property of the community; every member of the school along with the community should look after schools as their own property. Thus, this committee created awareness among students about school properties.

Similarly, the committee has been giving remedy for serious discipline problems like vandalism, fighting repeatedly against teachers or students, rape. This committee can have the power to expel or suspend or any other kinds of punishment in the school communities. For example, as the document reveled in the 1998 E.C 31 students were suspended for a year; 103 students were given last written warning eight others were fired for good. Thus, from the given information it is possible to say that principals, teachers and PTU have been actively collaborated and they achieved a successful tasks regarding school discipline. And some students were given to the police because as they initiate other innocent students for further distraction of school properties like

plasma TV, windows and chairs. The school committee discussion becomes feasible when it is approved by the school director.

The second area of collaboration with PTU is in fund raising program. Currently, Ministry of Education in particular Addis Ababa city Administration Education Bureau is on the move in diversified expansion of school construction. To this end, the contribution of PTU is unparalleled in many aspects. PTU has attempted to create awareness in the community regarding school development programs and its benefits. Currently, the constructions of the schools are assisted both by the government and by the community. To achieve this PTU incite the community to lend hand either in money or labor for the construction programs. Information from the observation ratified that all secondary schools have been building new blocks of buildings (in some school the construction have been completed while in others under construction) .Moreover, old blocks have also been renovated and school furniture is also partially being undertaking. From the above information it is possible to say that school administration, teachers and PTU has coordinated successfully to this end. However, as the number of students has increased in alarming rate, it needs to do more.

The third are of coordination is in teachers' evolution system. Recently, teachers have been evaluated by different parties like school administration, students and PTU. Thus, PTU has been evaluating individual teachers based on the criteria set by MoE. However, during the interview, I understood that some teachers denied the PTU evaluation system because these teachers claimed that PTU could never have detailed information about individuals, so PTU evaluation can not be an appropriate evaluation system.

What problems do you encountered regarding PTU in the schools?

PTU members are not paid workers but they are represented by the community to give free service to the schools. These persons, PTU, do have their own businesses so it is quite difficult to get them regularly. They might sometimes either be absent or late in meetings. As a result, meeting might either be delayed or canceled; due to these reasons, some, inconvenience might

be created between us. Some PTU members lack commitment and tasks become delayed.

Table13 opinions of principals, teachers and PTU regarding school shift system

No	Item	Respondent s	Shift system					
			Full shift		Half shift		No difference	
			No	%	No	%	No	%
1	To control or reduce students disciplinary problems in school which shift system do you think more appropriate?	Principals	5	71	2	29	-	-
		Teachers	70	43	75	46	19	11
		PTU	6	43	7	50	1	7

As it can be seen in the table above, 71 per cent of the principals, 43 per cent of the teachers and PTU suggested that if students stay day long or full day at school it would be more appropriate to reduce or control discipline problems in schools; they justify the reasons as, when students spent more time at schools they can acquire more knowledge and becomes genuine. Moreover, they said that when students spent more time at school compound, they couldn't have chance to meet undisciplined groups outside the school.

While 29 per cent of the principals, 46 per cent of the teachers and 50 per cent of the PTU suggested that half shift system is more reliable to reduce or avoid disciplinary problems at schools. This group justifies their reasons as most of our students come from low income families, they could actively take part on income generating activities(in most cases laborers), so if students are forced to stay full day at school, they either be absent from school or jump over the fence. Therefore, to overcome this discipline problem, it is better to administer a half shift method.

The rest 11 per cent of the teachers and 7 per cent of the PTU argued that whatever the shift system is there is no difference in the disciplinary problem of the students. According to this group, there is no direct link between shift system and students disciplinary problems; because most students are committing discipline problems intentionally. In other words, shift system has nothing to do with discipline problem at school.

Chapter Five

5. Summary, Conclusion and Recommendations

This chapter deals with the summary, conclusion and recommendations. The first part deals with the summary of what have already been treated in the previous chapters: and it is followed by conclusions made. Finally, based on the findings and conclusions made, possible recommendations are forwarded.

5.1 Summary

The purpose of this study was to assess the contemporary students discipline problems and the role of teachers, principals and PTU to maintain discipline in general secondary schools. To this end, the study has attempted to answer the following basic questions.

- How principals, teachers and PTU are integrating to keep school discipline?
- What are the major kinds of discipline problems that are prevalent in schools?
- What are the causes of utmost disciplinary problems of students in general secondary schools?
- What corrective measures have been taken to alleviate disciplinary problems by principals, teachers and PTU?

The study only focused on students' disciplinary problems and the role of principals, teachers and PTU to maintain discipline in General Secondary Schools of Addis Ababa. To this end, seven secondary schools were selected by simple random sampling techniques. The selection of principals and PTU in each school is by purposive sampling technique; while to select sample teachers' quota and random sampling technique were employed.

For successful accomplishment of the study, four data gathering techniques have been employed. These are questionnaires, interview, observation and document analysis. Three separate sets of questionnaires were prepared for principals, teachers and PTU. The questionnaires include both

closed and open ended questions. The questionnaires were prepared in Amharic for all respondents, 7 principals, 185 teachers and 14 PTU; of these questionnaires 100 per cent of the principals', 90.13 per cent of the teachers' and 100 per cent of the PTU's were properly filled and returned. Based on the frequency count, the raw data were tallied, tabulated and qualitatively analyzed. For the purpose of successful analysis and interpretation, similar ideas from different instruments were gathered and analyzed together.

As to the bio data of the respondents 86 per cent of the principals, 84 per cent of the teachers and 100 per cent of the teachers were male. Regarding their age, more than half, 57 percent of the principals were between 46-55 years old, and 57 percent of the PTU were above 56 Years old. In their education level, 100 percent of the principals do have either first or second degrees. Likewise, 95 percent of the teachers have secured at least their first degrees. Regarding their years of services, 100 percent of principals have more than 16 years; while 81 percent of the teachers were between 6-25 years experience and 86 percent of PTU were above 21 years of experience.

Regarding contemporary students' disciplinary problems in schools, the researcher has listed common students' disciplinary problems and asked principals, teachers and PTU to identity their degree of occurrence in schools. For successful analysis and interpretation Strongly agree (5) and Agree (4) were merged together; similarly, Disagree (2) and Strongly disagree were also merged together. The sums were changed in to percentage and than analyzed and interpreted. For successful interpretation fractions were approached to the nearest decimals.

According to principals' response the followings are the most prevalent students discipline problems: cheating or attempting to cheat during exams or tests; failing to do assignments, home works or class works; coming to classroom without securing appropriate learning materials like text books, pens, ex. books; coming to the classroom after the teacher had began the lesson and leaving it right away the teachers footsteps; stealing students' or school's properties; sleeping in the classroom or getting bored.

Teachers in their part have also suggested the following items as the most serious students' disciplinary problem at schools. These are, sleeping in the classroom /getting bored; secondly, failing to do assignments, home works and class works; and thirdly, coming to classroom with out securing appropriate learning materials; fourth, cheating or attempting to cheat during exams or tests; and failing to give respect for staff members.

Most respondents denounce corporal punishments; however, information from the observation contradicts the above response because some teachers and unit leaders were observed carrying rubber whips in the school compound during break, school entrance and exit time. Most teachers responded that letting the disruptive students out from the classrooms is an appropriate corrective measure, but all principals denounced this act. Moreover, corrective measures like 'firing or expelling students from the school' and 'reducing or lowering marks' are also condemned by most respondents.

From the given data on table five. 86 per cent of the principals, 71 per cent of the PTU and 59 per cent of the teachers suggested that teaching approach is the determinant cause of students' disciplinary problems in the classroom. In line with, 100 per cent of the principals believed that teachers' classroom management is also the cause for students' discipline in the classroom. According to this party, an effective classroom management helps to maintain the discipline problems. Regarding student related problems as a source of disciplinary problems, 71 per cent of principals, 85 per cent of the teachers and 86 per cent of the PTU agreed that peer pressure having an impact on students school behavior. Analogously, 71, 84 and 71 per cent of the principals, teachers and PTU respectively suggested that despondency or failure in academic success would be a source of disciplinary problems.

Regarding school physical setting 86, 70 and 86 per cent of the principals, teachers and PTU respectively said that school physical setting is the source of students' discipline problems; class size is also considered as a serious problem by 100, 70 and 79 per cent of the respondents respectively.

As we proceed to principals, teachers and PTU, 71 per cent of the principals were always cooperating on preventive measures (taking measures before the out break of discipline problems).Scholars suggest that preventive measures are more reliable than corrective measures; as it is said, “prevention is better than cure”

PTU were actively participating in different activities. The first one is as a school discipline committee which is a very important organ in the school because it gives resolutions for school problems. Moreover, PTU is actively participating in fund raising programs. Currently, additional classrooms in all secondary schools were built in Addis Ababa. The PTU initiates the community to take part in contributing either money or labor for the construction. PTU also take part in teachers’ evaluation systems of the schools. This also made PTU to feel responsible in school affairs. Above all, the participation of PTU would help the community to develop a sense of ownership regarding schools. These in return enable the school to reduce or control discipline problems and to achieve the actual realization of the intended curriculum.

Finally, 71 per cent of principals suggested that full shift is more appropriate for controlling or reducing school discipline problems. While 46 per cent of the teachers and 50 per cent PTU argued that half shift method is more appropriate to minimize school discipline problems because most students come from middle and low income families. As a result, if students stay full day at school, they either leave the school or expose themselves for more disciplinary problems than the former cases. While, 11 per cent of the teachers and 7 per cent of the PTU have suggested that school shift system has nothing to do with discipline problem in schools.

5.2 Conclusions

Based on the findings summarized in the previous section the main points of the findings are concluded as follows.

1-Discipline is a key element for successful realization of the intended educational goals. To achieve reliable and sustainable school discipline

principals, teachers and PTU play unparallel role to maintain discipline in schools.

2- The data revealed that teachers have identified the following list as the most serious kinds of students disciplinary problems, sequentially according to their degree of occurrences: sleeping in the classrooms or getting bored while the lesson is going on; failing to do assignments, homework and class works; coming to classroom without securing appropriate learning materials; cheating or attempting to cheat during exams or tests; and families to give respect for teachers and school administration.

3-To avoid or minimize student's disciplinary problems principals, teachers and PTU were taking different measures either jointly, or separately. Some corrective measures like 'corporal punishment' and 'lowering or reducing marks'; were totally damned by the respondents but information from the observation were showed the reverse.

4-Regarding source of student's disciplinary problems most respondents: teachers' methods of classroom management; influence of peer pressure; despondency (lack of hope or lack of academic success); parents education level, economic status and lack of awareness; school physical setting (location); and class size.

5- Principals are actively taking part in both preventive and corrective measures to calm down discipline problems in schools than teachers and PTU. In this regard, however, the contribution of teachers and PTU is also unreserved.

6-PTU has actively participated in school affairs in many ways: like school discipline committee, school fund rising (budgetary issues) and teacher evaluation, which shows the integration of principals, teachers and PTU in schools affairs.

7-Regarding shift system of schools principals argued that full shift/ full day shift is better to control or minimize students' discipline problems. While nearly half of the teachers and parents argued that half shift method is preferable to full shift method.

5.3 Recommendations

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

1- Discipline of school is a pivotal element in realization of effective teaching learning process. To maintain school discipline the roles of principals, teachers and PTU are very much important factors. Principals and teachers have identified some most commonly seen students disciplinary problems like sleeping/getting bored: failing to do arraignments, home works and class works because these students are taking part in income generating activities in their families so when they come to school, they become and unable to attend the lessons. Thus, schools, PTU, None Governmental Organizations and Governmental Organizations must collaborate to hold up economically these students.

2-To reduce or to control discipline problems in schools, principals and teachers are taking different corrective measures. These corrective measures become effective when they are applied by the right person, on the right time and in the right place. On the contrary corrective measures like corporal punishment and lowering or reducing marks should not be practiced as corrective measure under any circumstance. In this regarded Gordon (1974:16) and Redel and Seviako (1956:1-2) expressed that corporal punishment has both physical and psychological effect on students. Thus, teachers and principals should never practice corporal punishment as corrective measures.

3- Principals and teachers let parents to know their children's school behavior. Students spent much of their time not in school but at their homes, so parents must follow up their children behavior. Parents and teachers or principals must meet regularly and discuss the progress of school discipline. When a student is advised in front of their parents or families he/she becomes more careful not to commit disciplinary problems other time. Hence to achieve better school discipline, principals, teachers and PTU must jointly work.

4-Many teachers practice letting the disruptive students out of the classroom as a punishment, but this corrective measure might give relief for the teacher

for short time but these students disturb nearby classrooms and the school at large. Thus, teachers are advised not to let disrupting student out of the classroom.

5-Well planed lessons along with interesting presentation attract the attention of the students and help to maintain the discipline of the class. In this regard, Charlton and David (1993:154) underline the impact of teachers' teaching on class discipline. Thus, to reduce or minimize school discipline teachers must properly prepare their lessons and make attractive presentations. Moreover, teachers must actively follow up the activity of each student in the classrooms. Principals and teachers must be a model personality to the students in their discipline.

6-Peer pressure has both positive and negative impact on students' discipline. Prospective peer promotes students towards development while indisciplined peer would sink others into abyss. Students should give care when they select friends; Parents must know their children school friends too. Lack of academic success is also another element for the cause of disciplinary problems in schools. Charlton and David (1993:154:6) and Kasambir (1996:100-1) underscore that lack of academic success and lack of hope/futurity easily push students towards despondency and lastly to disciplinary problems either in the schools or in the community. When students look at their predecessors becomes jobless after they completed their education, they lose hope or become despondent. To avoid this problem, the government along with the community should create job opportunities for the youth as much as possible.

7-Educational background and awareness of the parents or families have also a direct impact on students discipline at school. To create awareness regarding schooling in the community, teachers, principals and PTU should work jointly so as to disseminate concrete information into the community.

8-School physical location and appropriate infrastructure has a direct link with students discipline problems. Most Addis Ababa schools are surrounded by hotels, video, 'chat' and 'shisha' houses. As Adolescents eager to practice what

they see, they are easily attracted to unwanted habits. Thus, the community along with the government is advisable to prevent illegal video 'chat' and 'shisha' houses. In line with if a school is not equipped with the necessary infrastructures it is liable to discipline problems. For example, large class size is more difficult to control. Thus, the government and the community are responsible to suffice the necessary school infrastructures. The number of students must be lowered below fifty.

9-Curriculum is also one of the sources of discipline problems. If the interest or intentions of the community like culture, languages are not incorporated in the curriculum, the community has given little or no attention to it. Therefore, the government must give due attention to the interest of the community and invite them to take part in the development of the curriculum. Political instability has also a direct link with school disciplinary problems, so democratic rules and justices need to be the insignia of the government.

10-Preventive discipline is more reliable than corrective discipline to bring about sustainable peace in the school (Charles, 1981:222-31). To achieve preventive discipline, principals, teachers and PTU needs to coordinate one another to attain preventive intervention mechanism in the school. In line with preventive discipline, principals, teachers and PTU should cooperate one another to realize corrective intervention mechanism if discipline problem is broken out in the school. Moreover, principals, teachers and PTU must regularly follow up the development of students' discipline.

11- The participation of PTU in school affairs could promote school in many aspects. When the communities are taking part in school affairs, they develop a sense of ownership and they participate in school activities. Thus, community participation is a significant effect on the achievement of the intended schools discipline.

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በአዲስ አበባ ከተማ መስተዳድር በመንግስት የሁለተኛ ደረጃ ት/ቤቶች
 ርዕሰ መምህራን የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ በት/ቤት ውስጥ የሚከሰቱ የተማሪዎች የሥነሥርዓት ግድፈቶችን
 ለመለየትና ርዕሰ መምህራን እነዚህን የሥነሥርዓት ግድፈቶች ለመቆጣጠር
 የሚኖራቸውን ሚና ለማጥናት ነው። በመሆኑም ለጥናቱ መሳካት ለመጠይቁ ተገቢውን
 ምላሽ በመስጠት እንዲተባበሩ በማክበር እጠይቃለሁ።

የት/ቤቱ ስም _____

ፆታ ወንድ_____ ሴት_____ ዕድሜ _____

የት/ደረጃ ዲፕሎማ _____ ዲግሪ _____ ኤም.ኤ/ኤስ.ሲ _____

ሌላ ካለ ይገለጹ _____

ያጠኑት የት አይነት ሜደር _____ ማይነር _____

የአገልግሎት ዘመን _____

1. የሚከተሉትን የተማሪዎች የሥነሥርዓት ግድፈቶች ስምምነቶን /✓/ በማድረግ
 ይግለጹ።

ተ.ቁ	የተማሪዎች የሥነሥርዓት ግድፈቶች	የአፈጻጸም ሁኔታ				
		5	4	3	2	1
1	በክፍል ውስጥ መረበሽ					
2	መከረጅ ወይም ለመከረጅ መሞከር					
3	አሳይመንት፣ የቤት ስራ፣ የክፍል ስራ አለመስራት					
4	ተገቢውን የት/ት መሳሪያ ይዞ ት/ቤት አለመምጣት					
5	ከትምህርት ገበታ ላይ ያለፍቃድ መቅረት					
6	የተማሪዎችን ወይም የትምህርት ቤት ንብረት ስርቆት					
7	በመምህራኖች ላይ ማፌዝ ወይም መቀለድ					
8	በመምህራኖች ላይ ዛቻ ወይም ድብደባ					
9	ስድብ					
10	በክፍል ውስጥ መተኛት ወይም ስልቹ መሆን					
11	ዘግይቶ መምጣት					
12	በአጥር ዘሎ ወደ ት/ቤት ቅጠር ግቢ መግባት ወይም መውጣት					
13	ወደ ክፍል ዘግይቶ መግባትና መምህሩን ተከትሎ መውጣት					
14	የት/ቤት ንብረት ማውደም ወይም አለመንከባከብ					
15	ዩኒፎርም አለመልበስ					
16	ተገቢ ያልሆኑ ሱሶችን ለምሳሌ ጫት፣ ሲጋራ፣ መጠጥ በት/ቤት ጊቢ መጠቀም					
17	መምህራንን አለማክበር					
18	ተቃራኒ ፆታን መተንከስ					

መግለጫ፡- ሎላ ካሎት በክፍት ቦታው ይጠቀሙ
 5- በእስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም 2- አልስማማም 1- በፍጹም አልስማማም

2. ከሚከተሉት የዕርምጃ የእርምጃዎች ላይ ስምምነትህን /✓/ በማድረግ ይግለጹ፡፡

ተ.ቁ	የእርምጃ ዕርምጃዎች	የአፈጻጸም ሁኔታ				
		5	4	3	2	1
1	በግል መምከር					
2	በወላጅ ወይም በአሳዳጊ ፋት መምከር					
3	አካላዊ ቅጣት					
4	በእስፖርታዊ እንቅስቃሴ መቅጣት					
5	ምት/ትቤት ውስጥ ልማታዊ ስራ ላይ ማስማራት					
6	ስድብ					
7	ከት/ቤት እስከ መጨረሻ ማባረር					
8	ከክፍል ማስወጣት					
9	ወደ ት/ቤቱ አስተዳደር ማቅረብ					
10	የፅሁፍ ማስጠንቀቂያ መስጠት					
11	በቃል መገሰፅ					
12	ውጤት መቀነስ					
13	ለፀጥታ ሀይል አሳልፎ መስጠት					

መግለጫ፡- ሎላ ካሎት በክፍት ቦታው ይጠቀሙ
 5- በእስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም 2- አልስማማም 1- በፍጹም አልስማማም

3. የሚከተሉትን የተማሪዎች የስነስርአት ግድፈት ምንጭ /✓/ በማድረግ ይግለጹ፡፡

ተ.ቁ	የተማሪዎች የስነስርአት ግድፈት ምንጭ	የአፈጻጸም ሁኔታ				
		5	4	3	2	1
1	ከመምህራን ጋር በተያያዘ -የመምህራን የት/ት ንቃት -የማስተማር ዘዴ -የመምህራን ስብዕና -በቂ ዝግጅት አለማድረግ -የማስተማር ልምድ ማነስ -የክፍል ቁጥጥር ሁኔታ					
2	ከርዕሰ መምህራን ጋር በተያያዘ -የር/መምህራን የት/ት ብቃት -የማስተማር ብቃት ማነስ -የር/ሰ መምህራን ስብዕና					
3	ከተማሪዎች ጋር በተያያዘ -የጓደኛ ጫና -የተማሪዎች የእድገት ደረጃ -የኢኮኖሚ ሁኔታ -ተስፋ መቁረጥ					
4	ከቤተሰብ ጋር በተያያዘ -የወላጆች የት/ት ሁኔታ -የወላጆች የኢኮኖሚ ደረጃ -ወላጆች ስለ ትምህርት ያላቸው አመለካከት					
5	ከትምህርት ቤት ጋር በተያያዘ -ግልፅ መመሪያና ደንብ አለመኖር -ተገቢው የትምህርት ግብአት አለመኖር -ትምህርት ቤቱ ያለበት አንካባቢ -የክፍል ተማሪዎች ብዛት -የተማሪዎች የአቀማመጥ ሁኔታ					

5- በእስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም 2- አልስማማም 1- በፍጹም አልስማማም

4. ከት/ቤቱ አስተዳደር፣ ከመምህራ እና ከወላጅ መምህር ህብረት ጋር በመተባበር የተማሪዎች የሥነሥርዓት ግድፈቶች እንዳይከሰቱ ቅድመ መከላከል ያደርጋሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

5. ከት/ቤቱ አስተዳደር፣ ከመምህራን እና ከወላጅ መምህራን ህንጨት ጋር በመተባበር በት/ቤቱ ውስጥ ለተከሰቱ የሥነሥርዓት ግድፍቶች የአርምት እርምጃ የወሰናሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

6. የሥነሥርዓት ችግር ያለባቸውን ተማሪዎች ከጊዜ ወደ ጊዜ መሻሻል ማድረጋቸውን ክትትል ያደርጋሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

7. መምህራን ወይም ወላጅ መምህራን የሚወስድትን የእርት እርምጃ ከት/ቤቱ አስተዳደር አውንታዊ ምላሽ አለው?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

8. የተማሪዎችን የሥነሥርዓት ግድፈቶች ለመቆጣጠር ወይም ለመቀነስ የትኛው የፈረቃ ዘዴ አመቺ ይመስላቸዋል?
ሀ. መሰረተኛ ፈረቃ ለ. ግማሽ ፈረቃ ሐ. ለውጥ የለውም

9. ከአሁን በፊት ከወላጅ መምህራን ህብረት ጋር በመቀናጀት በት/ቤት ውስጥ የተከናወኑ ሰራዎች አሉ?
ሀ. አዎ ለ. የለም

10. ለ9ኛው ጥያቄ ምላሹም አዎ ከሆነ ምን አይነት ሰራዎች ተከናወኑ?
የለም ከሆነ ለምን?-----

11. የወላጅ መምህር ህብረትን በተመለከተ በስራ ላይ የገጠመዎ ችግር ካለ በዝርዝር ይግለጹ-----

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Development Studies

በአዲስ አበባ ከተማ መስተዳድር በመንግስት የሁለተኛ ደረጃ ት/ቤቶ መምህራን የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ በት/ቤት ውስጥ የሚከሰቱ የተማሪች የሥነ/ሥርዓት ግድፈቶችን ለመለየትና መምህራን እነዚህን የሥነ/ሥርዓት ግድፈቶች ለመቆጣጠር የሚኖራቸውን ሚና ለማጥናት ነው። በመሆኑም ለጥናቱ መሳካት ለመጠይቁ ተገቢውን ምላሽ በመስጠት እንዲተባበሩን በማክበር እጠይቃለሁ።

የት/ቤቱ ስም _____
የታ ወንድ_____ ሴት_____ ዕድሜ _____
የት/ደረጃ ዲፕሎማ _____ ዲግሪ_____ ኤም.ኤ/ኤስ.ሲ._____
ሌላ ካለ ይገለፅ_____
ያጠነት የት አይነት ሜጀር_____ ማይነር_____
የአገልግሎት ዘመን_____

1.የሚከተሉትን የተማሪዎች የሥነ/ሥርዓት ግድፈቶች ስምምነቱን /✓/ በማድረግ ይግለጹ።

ተ.ቁ	የተማሪዎች የሥነ/ሥርዓት ግድፈቶች	የአፈጻጸም ሁኔታ				
		5	4	3	2	1
1	በክፍል ውስጥ መረበሽ					
2	መኮረጅ ወይም ለመኮረጅ መሞከር					
3	አሳይመንት፣ የቤት ስራ፣ የክፍል ስራ አለመስራት					
4	ተገቢውን የት/ት መሳሪያ ይዞ ት/ቤት አለመምጣት					
5	ከትምህርት ገበታ ላይ ያለፍቃድ መቅረት					
6	የተማሪዎችን ወይም የትምህርት ቤት ንብረት ስርቆት					
7	በመምህራኖች ላይ ማፌዝ ወይም መቀለድ					
8	በመምህራኖች ላይ ዛቻ ወይም ድብደባ					
9	ስድብ					
10	በክፍል ውስጥ መተኛት ወይም ስልቹ መሆን					
11	ዘግይቶ መምጣት					
12	በአጥር ዘሎ ወደ ት/ቤት ቅጠር ግቢ መግባት ወይም መውጣት					
13	ወደ ክፍል ዘግይቶ መግባትና መምህሩን ተከትሎ መውጣት					
14	የት/ቤት ንብረት ማውደም ወይም አለመንከባከብ					
15	ዩኒፎርም አለመልበስ					
16	ተገቢ ያልሆኑ ሱሶችን ለምሳሌ ጫት፣ ሲጋራ፣ መጠጥ በት/ቤት ጊቢ መጠቀም					
17	መምህራንን አለማክበር					
18	ተቃራኒ የታን መተንኮስ					

መግለጫ:- ሌላ ካሎት በክፍት ቦታው ይጠቀሙ
 5- በእስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም 2- አልስማማም 1- በፍጹም አልስማማም

2. ከሚከተሉት የዕርምት እርምጃዎች ላይ ስምምነትሆን /✓/ በማድረግ ይግለጹ::

ተ.ቁ	የእርምት ዕርምጃዎች	የአፈጻጸም ሁኔታ				
		5	4	3	2	1
1	በግል መምከር					
2	በወላጅ ወይም በአሳዳጊ ፉት መምከር					
3	አካላዊ ቅጣት					
4	በእስፖርታዊ እንቅስቃሴ መቅጣት					
5	ምት/ትቤት ውስጥ ልማታዊ ስራ ላይ ማስማራት					
6	ስድብ					
7	ከት/ቤት እስከ መጨረሻ ማባረር					
8	ከክፍል ማስወጣት					
9	ወደ ት/ቤቱ አስተዳደር ማቅረብ					
10	የዕሁፍ ማስጠንቀቂያ መስጠት					
11	በቃል መገሰፅ					
12	ውጤት መቀነስ					
13	ለፀጥታ ሀይል አሳልፎ መስጠት					

መግለጫ:- ሌላ ካሎት በክፍት ቦታው ይጠቀሙ
 5- በእስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም 2- አልስማማም 1- በፍጹም አልስማማም

3. የሚከተሉትን የተማሪዎች የስነስርአት ግድፈት ምንጭ /✓/ በማድረግ ይግለጹ::

ተ.ቁ	የተማሪዎች የስነስርአት ግድፈት ምንጭ	የአፈጻጸም ሁኔታ				
		5	4	3	2	1
1	ከመምህራን ጋር በተያያዘ -የመምህራን የት/ት ንቃት -የማስተማር ዘዴ -የመምህራን ስብዕና -በቂ ዝግጅት አለማድረግ -የማስተማር ልምድ ማነስ -የክፍል ቁጥጥር ሁኔታ					
2	ከርዕሰ መምህራን ጋር በተያያዘ -የር/መምህራን የት/ት ብቃት -የማስተማር ብቃት ማነስ -የር/ሰ መምህራን ስብዕና					
3	ከተማሪዎች ጋር በተያያዘ -የጓደኛ ጫና -የተማሪዎች የእድገት ደረጃ -የኢኮኖሚ ሁኔታ -ተስፋ መቁረጥ					
4	ከቤተሰብ ጋር በተያያዘ -የወላጆች የት/ት ሁኔታ -የወላጆች የኢኮኖሚ ደረጃ -ወላጆች ስለ ትምህርት ያላቸው አመለካከት					
5	ከትምህርት ቤት ጋር በተያያዘ -ግልፅ መመሪያና ደንብ አለመኖር -ተገቢው የትምህርት ግብአት አለመኖር - ትምህርት ቤቱ ያለበት አንካባቢ -የክፍል ተማሪዎች ብዛት -የተማሪዎች የአቀማመጥ ሁኔታ					

5- በእስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም 2- አልስማማም 1- በፍጹም አልስማማም

4. ከት/ቤቱ አስተዳደር፣ ከመምህራ እና ከወላጅ መምህር ህብረት ጋር በመተባበር የተማሪዎች የሥነሥርዓት ግድፈቶች እንዳይከሰቱ ቅድመ መከላከል ያደርጋሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

5. ከት/ቤቱ አስተዳደር፣ ከመምህራን እና ከወላጅ መምህራን ህንጨት ጋር በመተባበር በት/ቤቱ ውስጥ ለተከሰቱ የሥነሥርዓት ግድፍቶች የእርምት እርምጃ የወሰናሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

6. የሥነሥርዓት ችግር ያለባቸውን ተማሪዎች ከጊዜ ወደ ጊዜ መሻሻል ማድረጋቸውን ክትትል ያድረጋሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

7. መምህራን ወይም ወላጅ መምህራን የሚወስድትን የእርምት እርምጃ ከት/ቤቱ አስተዳደር አውንታዊ ምላሽ አለው?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

8. የተማሪዎችን የሥነሥርዓት ግድፈቶች ለመቆጣጠር ወይም ለመቀነስ የትኛው የፈረቃ ዘዴ አመቺ ይመስላቸዋል?
ሀ. ሙሉ ፈረቃ ለ. ግማሽ ፈረቃ ሐ. ለውጥ የለውም

APPENDICES-3

*Addis Ababa University
School of Graduate Studies College of Education
Department of Curriculum and Teacher Professional
Development Studies*

በአዲስ አበባ ከተማ መስተዳድር በመንግስት የሁለተኛ ደረጃ ት/ቤቶች የወላጅ መምህር ህብረት የሚሞላ መጠይቅ

የዚህ መጠይቅ ዓላማ በት/ቤት ውስጥ የሚከሰቱ የተማሪዎች የሥነሥርዓት ግድፈቶችን ለመለየትና የወላጅ መምህር ህብረት እነዚህን የሥነሥርዓት ግድፈቶች ለመቆጣጠር የሚኖራቸውን ሚና ለማጥናት ነው፡፡ በመሆኑም ለጥናቱ መሳካት ለመጠይቁ ተገቢውን ምላሽ በመስጠት እንዲተባበሩን በማክበር እጠይቃለሁ፡፡

የት/ቤቱ ስም _____
 የታ ወንድ_____ ሴት_____ ዕድሜ _____
 የት/ደረጃ ዲፕሎማ _____ ዲግሪ_____ ኤም.ኤ/ኤስ.ሲ. _____
 ሌላ ካለ ይገለጽ_____
 ያጠኑት የት አይነት ሜዶር_____ ማይነር_____
 የአገልግሎት ዘመን_____

1. የሚከተሉትን የተማሪዎች የሥነሥርዓት ግድፈቶች ስምምነቶን /√/ በማድረግ ይግለጹ፡፡

ተ.ቁ	የተማሪዎች የሥነሥርዓት ግድፈቶች	የአፈጻጸም ሁኔታ				
		5	4	3	2	1
1	የተማሪዎችን ወይም የትምህርት ቤት ንብረት ስርቆት					
2	በመምህራኖች ላይ ማፌዝ ወይም መቀለድ					
3	በመምህራኖች ላይ ዛቻ ወይም ድብደባ					
4	ስድብ					
5	ዘግይቶ መምጣት					
6	በአጥር ዘሎ ወደ ት/ቤት ቅጠር ግቢ መግባት ወይም መውጣት					
7	የት/ቤት ንብረት ማውደም ወይም አለመንከባከብ					
8	የኒፎርም አለመልበስ					
9	ተገቢ ያልሆኑ ሱሶችን ለምሳሌ ጫት፣ ሲጋራ፣ መጠጥ በት/ቤት ጊቢ ውስጥ መጠቀም					
10	መምህራንን አለማክበር					
11	ተቃራኒ የታን መተንከስ					

መግለጫ፡- ሎላ ካሎት በክፍት ቦታው ይጠቀሙ

5- ቢ.አስማማላሁ 4- እስማማላሁ 3- አልወሰንኩም 2- አልስማማም 1- በፍጹም አልስማማም

3. የሚከተሉትን የተማሪዎች የስነስርአት ግድፈት ምንጭ /✓/ በማድረግ ይግለጹ፡፡

ተ.ቁ	የተማሪዎች የስነስርአት ግድፈት ምንጭ	የአፈጻጸም ሁኔታ				
		5	4	3	2	1
1	ከመምህራን ጋር በተያያዘ -የመምህራን የት/ት ንቃት -የማስተማር ዘዴ -የመምህራን ስብዕና -በቂ ዝግጅት አለማድረግ -የማስተማር ልምድ ማነስ -የክፍል ቁጥጥር ሁኔታ					
2	ከርዕሰ መምህራን ጋር በተያያዘ -የር/መምህራን የት/ት ብቃት -የማስተማር ብቃት ማነስ -የር/ሰ መምህራን ስብዕና					
3	ከተማሪዎች ጋር በተያያዘ -የጓደኛ ጫና -የተማሪዎች የእድገት ደረጃ -የኢኮኖሚ ሁኔታ -ተስፋ መቁረጥ					
4	ከቤተሰብ ጋር በተያያዘ -የወላጆች የት/ት ሁኔታ -የወላጆች የኢኮኖሚ ደረጃ -ወላጆች ስለ ትምህርት ያላቸው አመለካከት					
5	ከትምህርት ቤት ጋር በተያያዘ -ግልፅ መመሪያና ደንብ አለመኖር -ተገቢው የትምህርት ግብአት አለመኖር - ትምህርት ቤቱ ያለበት አንካባቢ -የክፍል ተማሪዎች ብዛት -የተማሪዎች የአቀማመጥ ሁኔታ					

5- በእስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም 2- አልስማማም 1- በፍጹም አልስማማም

4. ከት/ቤቱ አስተዳደር፣ ከመምህራ እና ከወላጅ መምህር ህብረት ጋር በመተባበር የተማሪዎች የሥነሥርአት ግድፈቶች እንዳይከሰቱ ቅድመ መከላከል ያደርጋሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

5. ከት/ቤቱ አስተዳደር፣ ከመምህራን እና ከወላጅ መምህራን ህንገረት ጋር በመተባበር በት/ቤቱ ውስጥ ለተከሰቱ የሥነሥርአት ግድፈቶች የአርምት እርምጃ የወሰናሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

6. የሥነሥርአት ችግር ያለባቸውን ተማሪዎች ከጊዜ ወደ ጊዜ መሻሻል ማድረጋቸውን ክትትል ያድረጋሉ?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

7. መምህራን ወይም ወላጅ መምህራን የሚወስድትን የእርት እርምጃ ከት/ቤቱ አስተዳደር አውንታዊ ምላሽ አለው?
ሀ. ሁል ጊዜ ለ. አልፍ አልፍ ሐ. በፍጹም

8. የተማሪዎችን የሥነሥርአት ግድፈቶች ለመቆጣጠር ወይም ለመቀነስ የትኛው የፈረቃ ዘዴ አመቺ ይመስላታል?
ሀ. መሰሉ ፈረቃ ለ. ግማሽ ፈረቃ ሐ. ለውጥ የለውም

Observation Check list

በትምህርት ቤት ግቢ ውስጥ	አለ	የለም
ሀ/ የትምህርት ማበልፀጊያ	-----	-----
ለ/ ላቦራቶሪ	-----	-----
ሐ/ ቤተ መፃህፍት	-----	-----
መ/ የስፖርት ማዘውተሪያ	-----	-----
ሠ/ ሽንት ቤት	-----	-----
ረ/ የውሀ ባንባ	-----	-----
ሰ/ ትምህርት ቤቱ አጥር ሁኔታ -----		
ሸ/ መምህራን የት/ት ዝግጅት ያደርጋሉ		
	ሳምንታዊ ሁኔታ -----	
	አመታዊ ሁኔታ -----	

ተማሪዎችን በተመለከተ	አዎ	አይደለም
ሀ/ ተማሪዎች ዩኒፎርም ይለብሳሉ	-----	-----
ለ/ ተማሪዎች ስአት ጠብቀው ወደ ት/ቤት ይገባሉ	-----	-----
ሐ/ ተማሪዎች ስአት ጠብቀው ወደ ክፍል ይገባሉ	-----	-----
መ/ በክፍል ውስጥ የተማሪዎች የክፍል ጥምርታ	-----	-----
ሠ/ ተማሪዎች የመማሪያ መፃህፍት ያመጣሉ	-----	-----
ረ/ የተማሪዎች የወንበር ሁኔታ ተነቀሳቃሽ	-----	-----
ተማሪዎች በት/ት ስአት የሚያሳዩት ሁኔታ	-----	-----
ተማሪዎች በዕረፍት ስአት የሚያሳዩት ሁኔታ	-----	-----

APPENDICES-5

Interview

- 1- የተማሪዎች የሥነሥርዓት ሁኔታ በት/ቤት ውስጥ ምን ይመስላል?
- 2- ምን አይነት የስነስርዓት ግድፈቶች በት/ቤቱ ጎልተው ያታያሉ?
- 3- ት/ቤቱ የተፃፈ የስነስርዓት ህግ አለው?
- 4- የት/ቤቱ አስተዳደር፤ ከመምህራን እና ከወላጅ መምህራን ህብረት ጋር በመቀናጀት በት/ቤቱ የስነስርዓት ግድፈቶች እንዳይከሰቱ ምን አይነት የቅድመ መከላከል እርምጃ ይወሰዳል?
- 5- የት/ቤቱ አስተዳደር፤ ከመምህራን እና ከወላጅ መምህራን ህብረት ጋር በመቀናጀት የስነስርዓት ግድፈትን ለማረም ምን ሚና የጫታሉ?

DECLARATION

I, the under signed, declared that this thesis is my own work and has not been presented for any other degree and that all sources of materials used for the thesis have been fully acknowledged.

Name Teshome Tefera

Signature 

Date _____

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

Name Lemma Setegn

Signature 

Date 16/08/07

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