COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPATTMENT OF EDUCATIONAL PLANNIG AND MANAGEMENT

Students' Disciplinary Problems and Their Management at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia.

By:

Yemsrach Yoseph W/Selassie

ID: GSR/0477/15

ADVISOR:

Kenenissa Dabi (Ph.D.)

MAY, 2025

ADDIS ABABA, ETHIOPIA

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES DEPATTMENT OF EDUCATIONAL PLANNIG AND MANAGEMENT

Students' disciplinary problems and their management at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia.

By:

Yemsrach Yoseph W/Selassie

ID: GSR/0477/15

Thesis Submitted To The Department Of Educational Planning And Management Studies In Partial Fulfillment of The Requirements for Master of Arts in Educational Planning and Project Management.

ADVISOR:

Kenenissa Dabi (Ph.D.)

MAY, 2025

ADDIS ABABA, ETHIOPIA

Declaration

I, ***Yemsrach Yoseph*** the under signed, declare that this thesis entitled: **"Students' disciplinary problems and their management at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia"** is my original work. I have undertaken the research work independently with the guidance and support of the research advisor. This study has not been submitted for any degree or master's program in this or any other institutions and that all sources of materials used for the thesis has been duly acknowledged.

Declared by:

Name: *Yemsrach Yoseph W/Selassie*

Signature: _____

Date _____

This is to certify that the thesis entitled: "Students' Disiplinary Problems and their Management at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia" submitted in partial fulfillment of the requirements for the degree of Masters of Educational Planning and Management and is a record of original research carried out by Yemsrach Yoseph W/Selassie, under my supervision, and no part of the thesis has been submitted for any other degree or diploma. The assistance and help received during the course of this investigation have been duly acknowledged. Therefore, I recommend it to be accepted as fulfilling the thesis requirements.

Kenenissa Dabi (PhD)	----------	----------
Name of Advisor	Signature	Date

CERTIFICATE OF APPROVAL

SCHOOL OF POSTGRADUATE STUDIES

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE

This is to certify that the thesis prepared by ***Yemsrach Yoseph***, entitled **"Students' disciplinary problems and their management at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia"**and submitted in partial fulfilment of the requirements for the Degree of Masters of Arts in Educational Planning and Project Management complies with the regulations of the College and meets the accepted standards with respect to originality and quality.

Name of Candidate: Yemsrach Yoseph Signature: _____Date:_____

Name of Advisor: Kenenissa Dabi (Ph.D.) Signature: _____ Date _____

Signature of Board of Examiner`s:

External examiner: _____Signature: _____Date: _____.

Internal examiner: _____Signature: _____Date: _____.

Dean_____ Signature: _____Date: _____.

Table of Contents

ACKNOWLEDGEMENTS iii

ABSTRACT iv

CHAPTER ONE 1

INTRODUCTION 1

1.1 Background of the study 1

1.2. Statement of the Problem 3

1.3. Objectives of the study 4

1.4. Research questions 5

1.5. Significance of the Study 5

1.6. Scope of the study 6

1.7. Operational Definitions of terms 7

1.8. Organization of the Study 7

CHAPTER TWO 9

LITERATURE 9

2.1 The Concept and Definition of Students' Discipline 9

2.2. A Brief Historical Overview of Student Discipline in Education 10

2.3. The Nature of Disciplinary Problems in Schools 12

2.4. Sources of Student Disciplinary Problems

2.5. Strategies for Managing Student Disciplinary Problems 18

2.6. Literature Gap 20

2.7. Conceptual Framework 20

CHAPTER THREE 22

RESEARCH DESIGN AND METHODOLOGY 22

3.1. Description of the study area 23

3.2. Research Design……22

3.3. Sources of Data ……22

3.4. Sampling and Data Collection Instruments……23

3.4.1 Sampling techniques ……23

3.2.2 Data collection Instruments ……24

3.5. Population ……25

3.6. Sampling Criteria ……25

3.7. Methods of Data Analysis and presentation……26

3.8. Limitations……27

3.9. Ethical Considerations……27

CHAPTER FOUR……28

PRESENTATION OF DATA, INTERPRETATION AND ANALYSIS……28

4.1. Introduction……28

4.2. Participant Demographics……28

4.3. Identification of Core Disciplinary Challenges ……29

4.4. Causal Factors of Disciplinary Infractions ……33

4.5. Consequential Impacts of Disciplinary Issues ……37

4.6. Strategies for Behavioral Management ……38

CHAPTER FIVE ……41

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION……41

5.1. Summary of Findings……41

5.2. Conclusion ……44

5.3. Recommendations ……45

References:……47

Appendices

ACKNOWLEDGEMENTS

I would like to thank the Almighty God for His protection and guidance throughout my study. This work would not have been accomplished without the encouragement, contribution and inspiration of other people. I wish to express my gratitude to Dr Kenenisa Dabi for his valuable patience, supervision and guidance during my thesis work. I realy appreciate his positive attitudes and his patience towards me despite many academic duties he had.

I am deeply indebted to all the participants to my research whose sense of concern made it possible for me to collect the required data. My thanks should go to the students, teachers, counselors, parents and head teachers of the school that participated in this study. Special thanks should go to my husband, Yaecob Anebo for his tireless social support and cordial encouragement during the time while I was working on my thesis. I am also grateful to my uncle Desta W/Selassie, my brother Bereket Yoseph and my colleagues for taking their time to read my work and give me inputs to enrich it. I humbly thank every person whose contribution sharpened this work. However, whatever errors, omissions, unfair opinions or arguments contained in this work remain solely mine. May the Almighty protect and keep you in His palm.

ABSTRACT

This research aimed to explore the disciplinary problems and their management at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia. Through a qualitative research approach, the study focused on the prevalent issues of absenteeism and lateness among students. The researcher used the snow-ball sampling method and data was collected through interviews with teachers, students, and school administrators, as well as focus group discussion with guidance and councilors and document analysis of grade 11 students. The findings revealed that absenteeism and lateness were significant disciplinary problems at the school. Factors contributing to these issues included students' lack of motivation, parental neglect, school climate, parental economic background, and educational policies. The study concludes that addressing these underlying causes is crucial for effective disciplinary management and improving the overall school environment, and ineffective school management practices. The study recommends strategies such as parental involvement programs, student counseling services, providing students with academic and social support services and stricter attendance policies to address these challenges and improve the overall disciplinary environment at the school.

Keywords: disciplinary problems, school management, absenteeism, lateness, school climate, parental background, educational policies.

CHAPTER ONE

INTRODUCTION

The study investigated ways in which the school management may contribute to students‟ misbehaviors in secondary school at Kokebe Tsibah in Addis Ababa, Ethiopia. In this chapter, the following have been presented: the background of the problem, statement of the problem and the objectives of the study. Others are assumptions, delimitations, significance of the study and definition of key terms.

1.1 Background of the study

The quality of education within a nation is intrinsically linked to the environment in which learning takes place. A positive, safe, and orderly school environment is a prerequisite for effective teaching and student academic success. Central to creating such an environment is the maintenance of student discipline. Student discipline is not merely about enforcing rules and punishing infractions; it is a comprehensive process of instilling values of self-control, respect, and responsibility that are essential for students' personal, social, and academic development Nakpodia, (2010). However, schools across the globe, and particularly in developing nations like Ethiopia, are confronted with a rising tide of student disciplinary problems. These issues disrupt the educational process, strain teacher-student relationships, and can lead to poor academic outcomes and higher dropout rates.

This study seeks to investigate the nature of students' disciplinary problems and the effectiveness of the strategies used to manage them at Kokebe Tsibah Secondary School, a major public school in Addis Ababa, Ethiopia. Understanding these challenges within the framework of national policies and school-level practices is crucial for developing targeted and effective interventions.

National Context of Student Discipline in Ethiopia

Student indiscipline in Ethiopian secondary schools is a widely acknowledged and growing concern. Research indicates that a range of disruptive behaviors are prevalent, including cheating during examinations, disrespecting teachers and staff, absenteeism, tardiness, fighting, and theft Aymelo, (2022); Eshetu, (2014). A study by Alemayehu (2012) in Shashemene secondary school

found that student misbehavior had become a serious and stressful problem over time, significantly interfering with teaching and learning. These behaviors not only create a chaotic classroom atmosphere but also consume valuable instructional time, as teachers are forced to shift their focus from teaching to managing behavior Nakpodia, (2010). The consequences are severe, contributing to lower academic achievement and a stressful working environment for educators.

Recognizing the threat that indiscipline poses to its educational goals, the Ethiopian government has established a policy framework to guide schools. The cornerstone of this framework is the **Education and Training Policy of 1994**, which explicitly aims to "bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline" (Ministry of Education [MoE], 1994, p. 8). This policy underscores the educational system's role in character formation alongside academic instruction.

Furthermore, the **Constitution of the Federal Democratic Republic of Ethiopia (1995)** provides a critical legal protection for students. Article 36(e) explicitly states that every child has the right "to be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children" (FDRE, 1995). This constitutional mandate requires schools to move away from punitive and often counterproductive disciplinary methods towards more positive and corrective approaches. The Ministry of Education has also developed supportive documents, such as the **National School Classification Framework**, which identifies a "conducive learning and teaching environment" as a key standard for school quality, a standard that is impossible to meet without effective discipline management (MoE, 2013).

However, a significant gap often exists between national policy and school-level practice. The implementation of these progressive policies is frequently hampered by a lack of resources, insufficient training for teachers in modern classroom management techniques, large class sizes, and weak collaboration between schools and parents. Consequently, many schools continue to struggle with managing student behavior effectively, often reverting to traditional, punitive measures that fail to address the underlying causes of indiscipline. Recent studies also suggest that the COVID-19 pandemic and the shift to remote learning may have introduced new challenges to maintaining student discipline in Addis Ababa schools Assefa & Zenebe, (2024).

The Context of Kokebe Tsibah Secondary School

Kokebe Tsibah Secondary School, as one of the largest and oldest government schools in Addis Ababa, reflects the broader challenges facing the Ethiopian education system. The school serves a diverse student population from various socio-economic backgrounds, and like many urban schools, it grapples with a wide array of disciplinary issues.

Previous research conducted at the school provides a glimpse into these challenges. A case study by Birhanu (2012) explored the role of Civics and Ethical Education in shaping student behavior at Kokebe Tsibah. The study found that while the subject aims to instill moral values, its effectiveness was challenged by external environmental influences and students' family backgrounds, indicating that school-based interventions alone are insufficient. The study recommended stronger school-parent relationships and stakeholder involvement to create a more ethical school environment.

The sheer size of the student body at Kokebe Tsibah presents another significant challenge. Large classes make it difficult for teachers to provide individual attention, monitor student behavior closely, and implement proactive classroom management strategies. This context of a high student-to-teacher ratio can easily become a breeding ground for disciplinary problems to escalate. This study, therefore, aims to provide a current and comprehensive assessment of the disciplinary problems at Kokebe Tsibah and critically evaluate the management strategies in place. By examining the issue through the lens of students, teachers, and administrators, and in the context of national policy, the findings will provide valuable insights for developing a more

holistic and effective discipline management system for the school and others facing similar challenges.

1.2. Statement of the Problem

The escalating concerns surrounding student disciplinary problems and their impact on the learning environment in secondary schools globally have spurred considerable research. In the Ethiopian context, studies have also highlighted the prevalence of indiscipline in secondary

education. However, there is a potential gap in the existing literature concerning the specific context of Kokebe Tsibah secondary school. While broader studies may exist on student discipline in Ethiopia, research that delves into the unique challenges and management strategies within a particular school setting like Kokebe Tsibah could provide more nuanced and actionable insights.

Furthermore, a review of existing research methodologies in this domain reveals a tendency towards quantitative surveys or general qualitative explorations. There might be a lack of studies employing more in-depth qualitative methodologies, such as longitudinal case studies, ethnographic approaches, or participatory action research, to gain a richer understanding of the lived experiences of students, teachers, and administrators concerning disciplinary issues. Similarly, the data collection instruments frequently used might not fully capture the complexity of disciplinary problems. There may be an over-reliance on questionnaires and interviews, potentially overlooking the value of observational data or student records in providing a more comprehensive picture.

Therefore, this research aims to investigate students' disciplinary problems and their management at Kokebe Tsibah secondary school. A potential research gap exists regarding the in-depth exploration of this phenomenon within this specific school context, particularly concerning the methodologies and data collection instruments employed in previous research. There is a need for studies that go beyond broad surveys to employ rigorous qualitative approaches and diverse data collection methods to provide a more comprehensive understanding of the issue by Creswell & Creswell (2018), Mertens (2015). This study seeks to address this gap by utilizing qualitative case study approach with semi-structured interviews, focus group discussions, and analysis of school records to provide a deeper and more context-specific understanding of student disciplinary problems and their management at Kokebe Tsibah secondary school.

1.3. Objectives of the study

1.3.1. General Objective

To investigate the nature of student disciplinary problems and their strategies of management at Kokebe Tsibah Secondary School in Addis Ababa.

1.3.2. Specific Objectives

- To identify the most prevalent types of disciplinary problems faced by the school.
- To understand the factors contributing to student disciplinary problems.
- To assess the effectiveness of current disciplinary management strategies at the school.
- To explore the experiences of students, teachers, and administrators regarding disciplinary issues.
- To identify potential areas for improvement in disciplinary management strategies.

1.4. Research questions

1. What are the types of disciplinary problems among students at Kokebe Tsibah secondary school?
2. What are the primary factors contributing to disciplinary problems among students at the school?
3. What are the strategies currently in place at Kokebe Tsibah secondary school for disciplinary measures?
4. How does the school involve parents in working with students with disciplinary problems?
5. How do students perceive the school's disciplinary policies and procedures?
6. What are the negative consequences of disciplinary problems on students' academic performance, social-emotional development, and overall well-being?

1.5. Significance of the Study

The findings of this study was valuable to school administration by identifying the root causes of the common disciplinary problems and assessing the effectiveness of current strategies and it is more helpful for the school to develop more targeted interventions and improve the overall school climate. In addition, it is important for the teachers to understand students' behavior patterns to help teachers create more engaging learning environments and develop better classroom management techniques.

The study is also significant for the parents to raise awareness among them about their role in supporting positive student behavior and working collaboratively with the school and it is also helpful for the policymakers to get insights from the study and can inform broader educational policies to address student discipline issues more effectively at the national level.

Generally, this research contributes to a deeper understanding of student disciplinary problems in Addis Ababa as well as all over in Ethiopia context, specifically at Kokebe Tsibah Secondary School. By examining the existing situation and its impact, the study paves the way for developing more effective strategies to create a positive and productive learning environment for all students; therefore, it is also valuable for the policy makers at the national level.

1.6. Scope of the Study

This study investigates student disciplinary problems and their management at Kokebe Tsibah Secondary School in Addis Ababa. The focus were on the types of disciplinary problems in which to identify the common disciplinary issues faced by the school, such as absenteeism, latness, not being in the classrooms during teaching and learning processes are going on and it focuses on the major causes of disciplinary problems in which the research explore factors contributing to student misconduct, including student background, family economical background, academic challenges, peer pressure, and school environment.

This study also focuses on the disciplinary management practices in which the study examines the existing mechanisms for addressing disciplinary issues at Kokebe Tsibah. This may involve analyzing the school's code of conduct, disciplinary management procedures, and the involvement of teachers, administrators, guidance counselors and parents.

1.7. Operational Definitions of terms

- **Student disciplinary problem**: Any behavior by a student that deviates from the school's rules or norms and negatively impacts the learning environment or the well-being of others.
- **Disciplinary action**: Any consequence imposed on a student for violating school rules, such as detention, suspension, or expulsion.
- **School rules**: The established guidelines and expectations for student behavior within the school community.
- **Substance abuse**: The use of illegal or harmful substances by students on or off school property.
- **Academic performance:** A student's grades and overall academic achievement.
- **Family factors**: Factors related to a student's home life, such as parental involvement, family structure, and socioeconomic status.
- **Absenteeism**: The unauthorized absence of a student from school on a regular basis, without a valid medical or administrative reason. This includes unexcused absences, truancy, and chronic lateness.
- **Suspension**: A temporary removal of a student from school as a disciplinary consequence.
- **Expulsion:** A permanent dismissal of a student from school as a disciplinary consequence.
- **Disciplinary Policy:** A set of rules and procedures governing student behavior and the consequences for violations.
- **Disciplinary Management Practices:** The strategies and methods used by the school to address and prevent disciplinary problems, including disciplinary policies, procedures, and interventions.

1.8. Organization of the Study

The study is organized by five chapters. These chapters are structured as chapter one which incorporates an introductory part. Under the introductory part the background of the study, statement of the problem, objectives of the study, basic research questions, the scope of the study as well as description of the study area and operational definition of terms are described in detail. The second chapter is about a review of related literature. This chapter consists the concept definition of Students' discipline, a brief historical overview of student discipline in education, the nature of misbehavior in schools, the possible sources of students' disciplinary problems, strategies

for managing students' disciplinary problems and the literature gap analysis at Kokebe Tsibah secondary school in Addis Ababa, Ethiopia. The chapter three of this research is all about methodology of the study including the research design, research approach, sampling design and sample determination, source of data, data collection tools and methods as well as method of data analysis and interpretation.The chapter four of the research may also consists of data discussion, interpretation and analysis. Finally, the chapter five of this research is all about the summary, conclusion and recommendation of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 The Concept and Definition of Students' Discipline

Discipline in the educational context refers to the process of teaching students' self-control, responsibility, and adherence to rules and expectations. It is a fundamental aspect of creating a conducive learning environment while the specific approaches to discipline may vary, the underlying goal remains consistent to foster positive behavior and promote academic success.

Several scholars have offered definitions of student discipline. Charles worth (2017) defines discipline as "the process of teaching students to follow rules and behave appropriately." This definition emphasizes the instructional aspect of discipline, where students are guided to understand and internalize expected behaviors. Wong & Wong (2016) view discipline as "the process of teaching students to be responsible for their own behavior." This perspective highlights the importance of personal accountability and self-regulation. Moreover, Marzano (2018) defines discipline as "the process of helping students to develop the self-control and social skills they need to be successful in school and in life." This broader definition encompasses both academic and social-emotional aspects of student development.

Effective student discipline typically involves clear expectations in which students should be explicitly informed about the rules and expectations for behavior. These expectations should be age-appropriate and aligned with the school's overall mission. It also involves positive reinforcement which is recognizing and rewarding positive behavior that can encourage students to continue behaving appropriately. This can include verbal praise, tangible rewards, or special privileges.

Moreover, consistent consequences for inappropriate behavior help students understand the consequences of their actions and determine future misconduct. It's also essential to ensure that consequences are fair, appropriate, and applied consistently.

On the other hand restorative justice focuses on repairing harm and rebuilding relationships rather than solely punishing wrongdoing. It can involve mediation, apologies, or community service. Collaboration with parents is also crucial for effective student discipline and open communication and shared expectations can help to create a consistent and supportive environment for students.

2.2. A Brief Historical Overview of Student Discipline in Education

Student discipline has been a cornerstone of educational institutions since their inception. It is a complex issue that has evolved over time, influenced by societal, cultural, and pedagogical shifts. This brief historical overview explores the evolution of student discipline from the early modern period to contemporary times, focusing on key trends, challenges, and approaches.

In the early Modern Period (1500-1800) schools were primarily religious institutions, and discipline was often rooted in religious teachings and practices. Corporal punishment, such as flogging and caning, was a common method of discipline. The goal was to instill obedience and conformity to religious and societal norms.

The Industrial Revolution and the Rise of Public Education (1800-1900) brought about significant changes in education, as the need for a literate workforce led to the establishment of public schools. Discipline in these schools was often characterized by strict rules, authoritarian control, and a focus on obedience. Corporal punishment remained prevalent, but there were also attempts to introduce more humane and progressive disciplinary approaches.

The early 20th century saw a shift towards more progressive educational philosophies, such as John Dewey's pragmatism. This era emphasized child-centered learning, democratic principles, and a focus on social and emotional development. Discipline was conceptualized as a means of fostering self-discipline and social responsibility.

Moreover, the early 20th century includes different eras such as the progressive Era from 1900-1930 which is advocated for a more humane and democratic approach to discipline. They also emphasized the importance of creating a positive and supportive learning environment, and sought to replace corporal punishment with more constructive methods.

In the mid-20th Century which was from 1930-1960 periods, there was a renewed interest in behaviorism and the application of psychological principles to education. Behavioral approaches to discipline, such as reward systems and punishment, became more prevalent.

But late 20th century from 1960-2000 was characterized by significant social and cultural changes, including the civil rights movement and the rise of student activism. These factors led to increased scrutiny of disciplinary practices and a growing awareness of the negative consequences of exclusionary and punitive approaches.

The 21st Century is characterized by contemporary challenges and approaches because it has presented new challenges and opportunities for student discipline. The increasing diversity of the student population, the rise of technology, and the growing emphasis on social and emotional learning have all influenced disciplinary practices.

The Diversity and Equity ensure the disciplinary practices to be fair and equitable for all students, regardless of race, ethnicity, gender, or socioeconomic status, which become major concerns at this time. In addition to that the widespread use of technology in schools has created new challenges related to cyber bullying, online harassment, and inappropriate use of digital devices. Moreover, the Social and Emotional Learning (SEL) is growing the recognition in promoting positive behavior and preventing disciplinary problems. The SEL programs focus on teaching students skills such as empathy, problem-solving, and conflict resolution.

Generally, the history of student discipline is a complex and multifaceted one, reflecting the changing nature of education and society while corporal punishment and authoritarian approaches were once dominant. The contemporary approaches also emphasize positive reinforcement, restorative justice, and the development of social and emotional skills. As we move forward, it is essential to continue to explore innovative and effective strategies for promoting positive behavior and creating inclusive and supportive learning environments for all students.

2.3. The Nature of Disciplinary Problems in Schools: A Comprehensive Overview

Misbehavior in schools is a pervasive issue that significantly impacts the educational environment. Understanding the nature of misbehavior is essential for developing effective interventions and strategies to promote positive behavior.

2.3.1. Definition of Disciplinary Problems

Defining disciplinary problems in a school context can be complex as it encompasses a wide range of behaviors that deviate from expected norms. While there is no universally accepted definition, it generally refers to any action or behavior that disrupts the learning process, interferes with the rights of others, or violates school rules and policies Smith (2012). Disciplinary problems can manifest in various forms, including the Academic misbehavior which includes behaviors that directly impact academic performance, such as cheating, plagiarism, and academic dishonesty Jones & Peterson (2015). On the other hand the disruptive behavior involves actions that disrupt the classroom environment, such as talking out of turn, being disruptive to others, and refusing to follow instructions Thompson & Carter (2013). Also Antisocial Behavior encompasses behaviors that harm others or violate social norms, including bullying, aggression, and vandalism. Moreover, absenteeism from the school and the use of drugs or alcohol on school grounds or during school hours is considered a serious form of misbehavior Walker & Taylor (2014) .

2.3.2 Factors Contributing to Disciplinary Problems

Understanding the factors that contribute to disciplinary problems is crucial for developing effective prevention and intervention strategies. Research has identified a number of factors that can influence student behavior, includes the individual factors that are relate to the individual student, such as their personality traits, learning style, and cognitive abilities. Students with certain personality characteristics, such as impulsivity or aggression, may be more prone to behavioral problems Kagan & Sroufe (2011). On the other hand, family factors such as family environment and their economic background can play a significant role in shaping

student behavior. Factors such as parental involvement, family stressors, and family dysfunction can contribute to disciplinary problems Rimm-Kaufman & Sawyer (2012).

The school factors can also influence the students' behavior. In the case of the school factors such as the quality of teaching, school climate, and disciplinary policies can impact student engagement and behavior Marzano (2011). The peer pressure and negative peer relationships can also contribute to misbehavior. Students who associate with peers who engage in negative behaviors may be more likely to follow suit.

2.3.3. The Consequences of Disciplinary Problems

Disciplinary problems can have a significant impact on both individual students and the school community. The negative consequences of disciplinary problems may include the academic difficulties such as lower grades and decreased academic achievement Rimm-Kaufman & Sawyer (2012). In addition to that behavioral problems can lead to social isolation and difficulties in forming positive relationships with peers and teachers. Also in severe cases, misbehavior can result in legal consequences, such as suspension, expulsion, or even involvement with the criminal justice system Walker & Taylor (2014). Chronic behavioral problem can contribute to a negative school climate, characterized by low morale, decreased student engagement, and increased teacher burnout.

Therefore, behavioral problem in schools is a complex issue with multifaceted causes and consequences. Understanding the nature of behavioral problem is essential for developing effective prevention and intervention strategies. By addressing the underlying factors that contribute to misbehavior and implementing evidence-based interventions, schools can create a positive and supportive learning environment for all students.

2.4. Sources of Student Disciplinary Problems

Student disciplinary problems have been a persistent issue in educational settings worldwide. Understanding the underlying causes of these problems is crucial for developing effective intervention strategies. The major sources of students' disciplinary problems are the individual student factors, which may include the academic difficulties of the students. Students who

struggle academically may experience frustration and disengagement, leading to behavioral problems. Studies have consistently linked academic difficulties to increased disciplinary incidents. On the other hand the psychological factors like the mental health conditions, such as depression, anxiety, and attention deficit hyperactivity disorder (ADHD), can significantly impact student behavior.

Research has shown that students with these conditions are more likely to exhibit disruptive behaviors Baker & Williams (2013). Substance abuse among students can also lead to a range of disciplinary issues, including truancy, aggression, and academic decline. Studies have highlighted the correlation between substance abuse and student misconduct Lee & Park (2017).

2.4.1 The Family

The lack of parental involvement in a student's education can contribute to disciplinary problems. Studies have found that students with engaged parents are less likely to engage in disruptive behaviors Chen & Wang (2013). In addition to that when students are exposed by family conflict such as exposure to domestic violence, parental substance abuse, or family dysfunction can negatively impact a student's emotional well-being and lead to behavioral problems. Moreover, the socioeconomic status which is the low socioeconomic status has been linked to increased rates of student disciplinary issues. Factors such as poverty, limited access to resources, and housing instability can contribute to behavioral problems.

2.4.2. The School

The school factors like a negative school climate, characterized by factors such as bullying, discrimination, and a lack of support, can contribute to student misbehavior. Studies have found that positive school climates are associated with lower rates of disciplinary incidents Peterson & Skinner (2015). Also positive teacher-student relationships can help to prevent disciplinary problems. Students who feel connected to their teachers are less likely to engage in disruptive behaviors. Likewise, the ineffective school policies and procedures related to discipline can contribute to student misbehavior. Studies have found that clear and consistent disciplinary policies can help to reduce disciplinary incidents, Bradshaw Taylor (2014).

2.4.3. The Peer Pressure

Peer pressure can also influence a student's behavior, both positively and negatively. Studies have shown that students who associate with peers who engage in negative behaviors are more likely to exhibit similar behaviors , Dishion & Patterson (2006).

Student disciplinary problems are influenced by a complex interplay of individual, family, school, and peer factors. Addressing these issues requires a multifaceted approach that involves interventions at multiple levels. By understanding the underlying causes of student misbehavior, educators can develop effective strategies to promote positive behavior and create a supportive learning environment for all students.

2.4.4. The Curriculum

Student disciplinary problems have become a pervasive issue in educational institutions worldwide. While numerous factors contribute to such behavior, the curriculum, as the core component of the educational process, plays a pivotal role. This literature review explores how the curriculum can be a source of student disciplinary problems, drawing on recent research and theoretical frameworks.

2.4.4.1 Curriculum Design and Student Engagement

A poorly designed curriculum can disengage students, leading to boredom, frustration, and ultimately, behavioral issues. When students perceive the curriculum as irrelevant, challenging, or uninspiring, they may resort to disruptive behaviors as a coping mechanism. For instance, a curriculum that is overly theoretical or fails to connect with students' experiences can alienate them and contribute to disciplinary problems, (Smith & Jones (2023).

2.4.4.2 Curriculum Content and Cultural Relevance

The content of the curriculum should be culturally relevant and inclusive to ensure that all students feel valued and respected. A curriculum that perpetuates stereotypes, marginalizes certain groups, or fails to acknowledge diverse perspectives can create feelings of exclusion, resentment, and even hostility among students (Brown, 2022).

2.4.4.3 Curriculum Delivery and Pedagogical Approaches

The way the curriculum is delivered can also influence student behavior. A lack of effective teaching strategies, such as active learning and differentiated instruction, can lead to boredom, disengagement, and behavioral problems. Additionally, a rigid or authoritarian teaching style can create a negative classroom climate and contribute to disciplinary issues , Jonson & Smith (2021).

2.4.4.4 Curriculum Assessment and Evaluation

The assessment and evaluation methods used in the curriculum can also impact student behavior. If assessments are perceived as unfair, overly difficult, or irrelevant, students may become frustrated and disengaged, leading to behavioral problems. Moreover, a heavy emphasis on standardized testing can create a high-stakes environment that can contribute to stress, anxiety, and even cheating (Davis, 2020).

Therefore, the curriculum plays a critical role in shaping student behavior. A poorly designed, culturally insensitive, or ineffectively delivered curriculum can contribute to student disciplinary problems. By carefully considering the design, content, delivery, and assessment of the curriculum, educators can create a more engaging, inclusive, and positive learning environment that fosters student success and reduces disciplinary issues.

2.4.5. The School Administration

Student disciplinary problems have become a pervasive issue in educational institutions worldwide. While numerous factors contribute to such challenges, the role of school administration often remains overlooked. This literature review explores how school administration can be a significant source of student disciplinary problems, drawing on recent research and theoretical frameworks.

2.4.5.1 Theoretical Perspectives

The culture of a school, shaped by the administration's values and behaviors, can significantly influence student behavior. A negative or punitive culture may foster a sense of alienation and resentment among students, leading to disciplinary issues. On the other hand, the leadership style of school administrators can have a profound impact on the school climate. Autocratic or

authoritarian leadership styles may create a hierarchical and oppressive environment that can contribute to student misconduct by Leithwood & Harris (2007). Moreover, the way in which school policies are implemented can also influence student behavior. Inconsistent or unfair enforcement of rules can lead to confusion, frustration, and a breakdown in trust between students and administration.

2.4.5.2. Empirical Evidence

Recent studies have provided empirical support for the link between school administration and student disciplinary problems. For instance, research by Smith & Johnson (2022) found a strong correlation between the perceived fairness of school disciplinary procedures and student behavior. Students in schools with perceived fair disciplinary practices were less likely to engage in disruptive or antisocial behavior.

Additionally, studies have highlighted the role of school climate in shaping student behavior. A positive school climate, characterized by a sense of belonging, support, and respect, has been shown to reduce disciplinary incidents by Gregory & Milner (2019). Conversely, a negative school climate, often associated with ineffective leadership and poor communication, can contribute to student misconduct.

2.4.5.3. Specific Administrative Practices

Poor communication between administration and students can lead to misunderstandings, resentment, and a breakdown in trust. Clear and open communication channels are essential for fostering a positive school climate and preventing disciplinary problems. In addition to that, inconsistent or unfair enforcement of school rules can create confusion, frustration, and a sense of injustice among students. This can lead to a breakdown in trust and a loss of respect for authority. Also, a focus on punishment and negative consequences can create a negative and punitive school climate. Positive reinforcement, such as recognizing and rewarding good behavior, can help to foster a more positive and supportive environment.

While student disciplinary problems are complex and multi-faceted, the role of school administration cannot be ignored. Effective leadership, clear communication, and fair and consistent enforcement of rules are essential for creating a positive school climate and preventing

disciplinary issues. By addressing the administrative factors that contribute to student misconduct, schools can create a more supportive and nurturing environment for all students.

2.5. Strategies for Managing Student Disciplinary Problems

A number of strategies have been proposed in the literature to address student disciplinary problems. These include the Positive Behavioral Interventions and Supports (PBIS) which is a framework that focuses on preventing problem behaviors and promoting positive behaviors through proactive strategies, such as teaching social skills and providing positive reinforcement by Mayer, Sugai & Sprague (2015). Also the restorative justice approaches emphasize repairing harm and rebuilding relationships, rather than solely focusing on punishment. This involves bringing together the offender, victim, and community to discuss the harm caused and develops a plan for reconciliation.

The Effective classroom management strategies can also help to prevent and address disciplinary problems. This includes establishing clear expectations, creating a positive classroom climate, and using appropriate consequences for misbehavior. Likewise, the School-Wide Positive Behavior Support (SWPBS) is a comprehensive approach that involves implementing positive behavior interventions and supports across the entire school. This includes teaching school-wide expectations, providing positive reinforcement, and using data-based decision-making to improve student behavior by Sugai, Horner, Dunlap & Sprague (2010). In addition, providing students with access to counseling and mental health services can help to address underlying issues that may contribute to disciplinary problems, such as depression, anxiety, or trauma.

managing student disciplinary problems requires a multifaceted approach that involves prevention, intervention, and support. The strategies discussed in this literature review offer

promising approaches for addressing these challenges and creating a positive and productive learning environment for all students.

2.5.1 A Multifaceted Approach to Student Discipline Management

Student discipline problems have long been a challenge for educational institutions. Traditional punitive measures often prove ineffective and can exacerbate behavioral issues. Recent research

suggests that a multifaceted approach, encompassing both preventive and corrective strategies, is essential for effectively managing student discipline.

2.5.1.1. Preventive Strategies

Creating a supportive and inclusive school environment is crucial for fostering positive behavior. Studies by Johnson (2022) demonstrate the positive impact of cooperative learning strategies on reducing disruptive behavior and improving academic outcomes. Incorporating Social-Emotional Learning (SEL) programs into the curriculum helps students develop essential skills such as empathy, self-awareness, and conflict resolution. SEL can significantly reduce disciplinary incidents and improve academic performance. Moreover, identifying and addressing potential behavioral issues early can prevent them from escalating. Programs like Positive Behavioral Interventions and Supports (PBIS) provide frameworks for proactive prevention and intervention by Sugai, Horner Dunlap & Jenkins (2019).

2.5.1.2. Curative Strategies

As the term says, it is used for correcting the disciplinary problems of the students when any problem occurs. One of the strategies is a Restorative Justice which focuses on repairing harm and rebuilding relationships rather than punishment. The restorative justice can reduce recidivism rates and improve school climate.

Behavioral Therapy or Cognitive-behavioral therapy (CBT) can also help students to identify and modify negative thought patterns and behaviors. Studies by Kendall & Martella (2019) demonstrate the effectiveness of CBT in treating anxiety and depression, which can contribute to behavioral problems.

The parent involvement or engaging parents in their child's education and behavior management is also very essential to create strong home-school partnerships in promoting positive student outcomes.

A multifaceted approach to student discipline management requires collaboration among educators, parents, and community members. By combining preventive strategies with effective corrective measures, schools can create a positive and supportive learning environment that fosters student success.

2.6. Literature Gap

Student discipline is a critical issue in educational institutions worldwide, including secondary schools in Addis Ababa, Ethiopia. While numerous studies have explored this topic, there remain significant gaps in our understanding of the specific challenges faced by these schools and the effectiveness of their disciplinary management strategies. This literature gap analysis aims to identify these gaps and provide recommendations for future research.

While there is a general body of research on student discipline, more studies are needed that specifically address the unique cultural, social, and economic contexts of Addis Ababa secondary schools. These contexts can significantly influence the types of disciplinary problems encountered and the effectiveness of different management approaches.

Most studies on student discipline in Ethiopia have relied on quantitative methods. However, qualitative research can provide deeper insights into the underlying causes of disciplinary problems, the experiences of students and teachers, and the cultural factors that influence disciplinary practices.

While traditional disciplinary approaches like punishment and suspension are commonly used, there is a growing interest in innovative strategies that promote positive behavior and address the root causes of disciplinary problems. More research is needed to evaluate the effectiveness of these strategies in Addis Ababa secondary schools.

Effective disciplinary management often requires collaboration between schools, families, and communities. More research is needed on the role of these partnerships in addressing student discipline and the factors that contribute to their success or failure.

2.7. Conceptual Framework

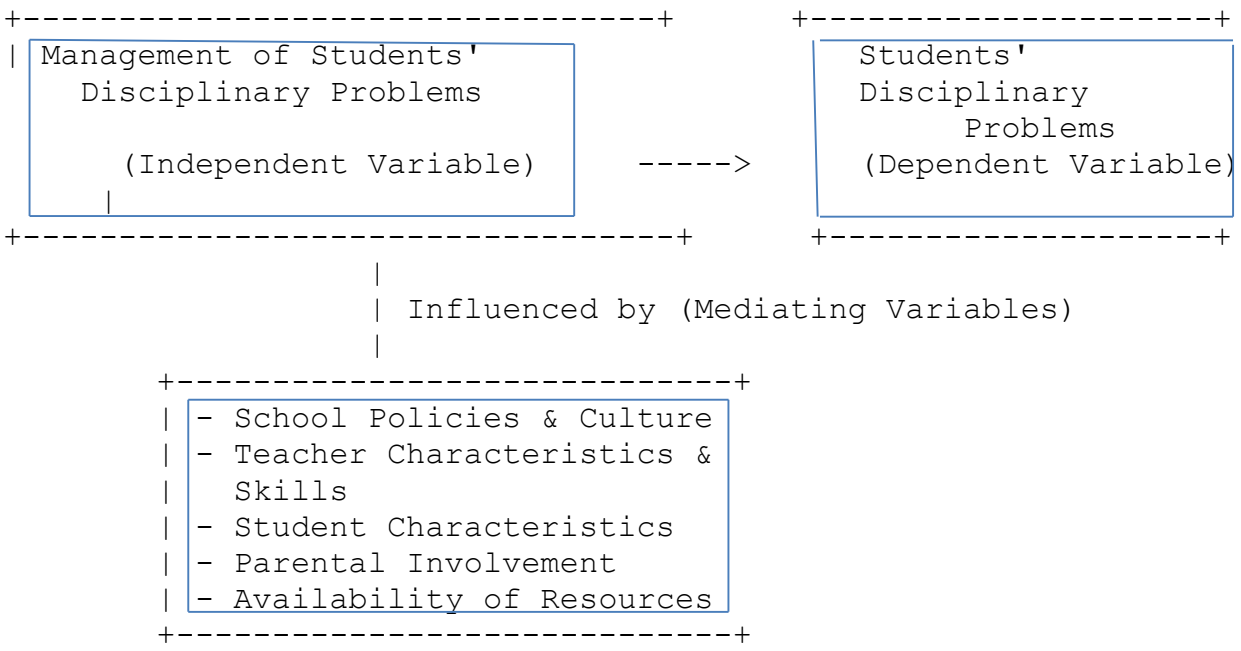
The conceptual framework guided the study relied on the independent, mediating and dependent variables. The independent variables were school rules and regulations while the mediating variables were school location and school culture. Dependent variable in this framework was students‟ discipline.

The school management involved principals of schools, discipline committee, the guidance and councilors, Parent teacher and student Association (PTSA), teachers and non-teaching staffs. This group of individuals remarkably contributes to students‟ behavior since they constantly interact with students at school. In connection with the proposed study, the school rules and regulations together with their clarity and mode of formation showed a clue on how punishments were administered to students when they were broken, and this has much influence on students‟ behavior.

Likewise, the school location and culture, which were mediating variables, influence students‟ discipline as they focused on the involvement of teachers in discipline decision making, and the interaction between heads of schools, teachers, students, parents and the school environment at large.

On the side of dependent variable, the framework concerned with the discipline of students at school, the indicator was disciplined students which included punctuality, daily attendance, well school dressing code, good language use, good academic performance, self-respect and others.

Conceptual Framework Sketch:



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the study area

Kokebe Tsibah Secondary & Preparatory School is a government-owned institution located in the Yeka zone of Addis Ababa, Ethiopia. It was established in 1924s' during the reign of emperor Hileselassie and it serves a substantial student population, with an enrollment of 3842 students across grades 9 to 12, supported by a teaching staff of 158 individuals. This study focuses on grade 11 students enrolled at Kokebe Tsibah Secondary School in 2016 E.C.

The School is chosen as the study site due to its representative nature of public secondary schools in Addis Ababa and the researcher has already established contact and gained permission from the school administration to conduct the study.

3.2. Research Design

This study was employing a qualitative research design. This design is suitable for exploring complex issues, such as student disciplinary problems and their management in secondary schools, where in-depth understanding of perspectives and experiences is crucial. Qualitative research allows for a more nuanced and contextualized exploration of the phenomenon, enabling researchers to uncover underlying factors and develop comprehensive insights.

3.3. Sources of Data

The data for the thesis were typically gathered from the following sources:

- Primary Data:
  - Interviews: Conducted with key stakeholders such as the school principals, selected students, teachers and selected parents.
  - Focus Group Discussions (FGDs): With groups of guidance and councilors of the particular school.

- Observation: Direct observation of student behavior and disciplinary practices within the school environment.

- Secondary Data:

- School Records: Disciplinary records and attendance registers.
- Academic Literature: Books, journals, research papers, and online databases related to student discipline, school management, and educational psychology.
- Policy Documents: Relevant educational policies and guidelines from the Ministry of Education and regional education bureaus.

3.4. Sampling and Data Collection Instruments

3.4.1 Sampling techniques

Qualitative research, characterized by its in-depth exploration of phenomena, often requires careful selection of participants to ensure representative data collection. Sampling techniques in qualitative research aim to capture diverse perspectives and experiences, providing a rich understanding of the research topic. This paper involves the potential sampling techniques that could be employed in a qualitative study investigating students' disciplinary problems and their management.

The researcher uses purposive sampling to select participants for this study. This sampling technique involves selecting individuals and groups based on their relevance to the research question. In this case, participants chosen based on their involvement in student disciplinary issues, such as school administrators, teachers, students, and parents.

The researcher uses the snowball sampling by starting with a small group of participants and then asking them to recommend others who might be suitable for the study. This technique can be particularly useful in reaching marginalized or hard-to-reach populations. In the case of students' disciplinary problems, snowball sampling could be employed to identify students who are reluctant to discuss their experiences or who may be involved in covert disciplinary issues.

3.4.2 Data collection Instruments

The study employed a variety of methods in the collection of data such as interview, focus group discussion and documentary review. The application of these methods based on the ideas that, "there is no single method which adequately provides all the required information."

1. **Interview**: Interview aimed at eliciting the reality of what was happening in the schools in relation to students' disciplinary problems. It provides an in-depth understanding of a phenomenon under investigation. Data from the heads of schools, guidance and councilors, parents, students and teachers were collected using semi-structured interviews so as to get rich and deep information on discipline-related issues through face-to-face encounter. In this technique, some structured questions were asked together with some open-ended ones to the interviewees, and the researcher used note taking and tape recording to collect the information. The questions were asked as they appeared on the appendices I.

2. **Focus Group Discussion:** On this aspect, the researcher involved group discussion with two guidance and coucilors of the school. This discussion was guided by structured questions whereby a researcher functioned as a moderator, monitor or facilitator and less as an interviewer, and then recorded group interactions. The focused group discussions are used to explore phenomenon such as individuals" reactions to educational practices. The group interaction was directed by questions supplied. They discussed factors that made students to have behavioral problems at school and whether school management involved them or not in the formulation of school rules and regulations. Lastly, they also discussed what school management should do concerning the discipline of students.

3. **Documentary Review:** The study used documentary review as it involved utilization of information from published or unpublished documents. In this study, the researcher used records of the students' and teachers' attendance and official statistics as secondary data sources. Then, she sought official written documents related to discipline of students in school. These documents, which included primary sources of data, were the minutes of school board and discipline

committee, punishment record sheets of students, school rules and regulations. Also, they included records and reports of students‟ discipline matters. The information collected through documentary review allowed to cross checking the consistency of the information collected through interviews.

3.5. Population

Population refers to “the entire set of objects or group of people, which is the object of research and about which the researcher wants to determine some characteristics is called the population or the universe”. Therefore, this research focuses on the students enrolled in grade 11, teachers of grade 11 students guidance counselors, parents(Parent representatives) and the principals at Kokebe Tsibah secondary school during the study period.

3.6. Sampling Criteria

The sample size for this qualitative research was determined by saturation. This means that interviews were continuing until no new information or insights are being gained. While a specific number cannot be predetermined, it is anticipated that 16 participants were interviewed, including students, administrators, teachers, and parents.

Students are selected from various grade sections of grade 11 to capture diverse perspectives and experiences. Students with the disciplinary problems of being absent from the class for thirty to fourty five days per nine months. Moreover, Students who have been involved in disciplinary incidents to gain first-hand accounts of their experiences and perceptions.

Teachers are selected those who have taught at Kokebe Tsibah of grade 11 for varying lengths of time to obtain insights from both new and experienced educators, who have dealt with

disciplinary issues frequently to understand their approaches and challenges and those who have implemented different disciplinary strategies to explore their effectiveness.

The school administrators such as the school principals and vice-principals to gain insights into the school's overall disciplinary policies and practices and the counselors or guidance counselors to understand their role in addressing student behavior and providing support.

The parents who are selected are of students who have been involved in disciplinary incidents to explore their perspectives and experiences and the Parent representatives who have participated in school-based disciplinary committees or programs to understand their involvement and impact.

The guidance and councilors were selected for focus group discussion because they were highly responsible for the incidence of student's disciplinary problems.

3.7. Methods of Data Analysis and presentation

Thematic analysis was used to analyze the collected data. This involves identifying and organizing recurring themes or patterns within the data. By examining the commonalities and variations in the responses, researchers can develop a deeper understanding of the factors influencing student disciplinary problems and the effectiveness of management strategies.

The data obtained from interview notes, focused Group Discussions, and documentary review were analyzed using content analysis. The analysis was carried out by detailed description. First, the researcher read and summarized the data collected to get initial impression. Then, the data were categorized according to different items followed by the description and detailed examination of different responses. Lastly, the responses were classified by categorizing them. Then data were coded by putting together tags, names or labels against pieces of data which gave them meaning. After that, the researcher summarized them by putting together and organizing themes in identify patterns from the codes thereby drawing conclusion with regard to the research questions. Furthermore, to ensure the validity of information, there were presentations of original quotes from the respondents.

3.8. Limitations

It is important to acknowledge potential limitations of this research. The findings may not be generalizable to all secondary schools in Addis Ababa due to the nature of qualitative research. Additionally, the perspectives of participants may be influenced by social desirability bias or other

factors. To mitigate these limitations, researchers may strive to recruit a diverse sample of participants and employ rigorous data analysis techniques.

By carefully selecting participants and utilizing appropriate data collection methods, this qualitative research was provide a comprehensive understanding of the disciplinary problems faced by grade 11 students at Kokebe Tsibah Secondary School and the strategies employed by the school to manage these issues.

3.9. Ethical Considerations

Ethical considerations has been strictly adhered to throughout the research process. This includes obtaining informed consent from participants, ensuring confidentiality of their responses, and minimizing any potential harm or discomfort. Ethical guidelines were followed to protect the rights and well-being of all participants involved in the study.

CHAPTER FOUR

PRESENTATION OF DATA, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter delivers a critical and comprehensive analysis of empirical findings related to student disciplinary challenges at Kokebe Tsibah Secondary School in Addis Ababa. The inquiry interrogates the underlying socio-economic, pedagogical, and institutional antecedents of absenteeism and tardiness, and evaluates the efficacy of prevailing disciplinary strategies. The chapter synthesizes data derived from semi-structured interviews, focus group discussions (FGDs), and document analysis. Employing an inductive thematic analysis framework, emergent themes were systematically identified and interpreted within broader educational and sociological paradigms.

4.2 Participant Demographics

4.2.1 Interview Participant Profile

A total of 16 stakeholders, comprising 5 teachers, 2 vice-principals, 1 principal, 4 parents, and 4 students, contributed to the study. There were 9 male and 7 female participants. Their age ranges from 19 to 60. The demographic composition illustrates a diverse cross-section of the school community, with professional experience ranging from early-career educators to seasoned pedagogues exceeding three decades in service.

4.2.2 Focus Group Composition

Two experienced professionals from the school's guidance and counseling unit participated in the FGDs. Their extensive service records—21 and 34 years respectively—provided a rich, longitudinal perspective on student behavioral dynamics and institutional responses.

4.2.3 Analysis of Attendance Records

Documentary evidence from four Grade 11 sections over a nine-month period revealed pervasive absenteeism and chronic lateness. For example, Section A reported 39 absences and 27 late

arrivals, in addition to two dropouts. The pattern was consistent across all sections, suggesting a systemic issue.

Section	Number students per section	Number of students		Number of drop out students
		Absent	Late	
A	53	39	27	2
B	52	47	17	2
C	49	37	18	3
D	51	35	17	1

Source: (Survey, *September – May 2023/*2024)

4.3 Identification of Core Disciplinary Challenges

Punctuality-related infractions, particularly absenteeism and tardiness, were the most salient disciplinary concerns. These were corroborated by reports of academic disengagement, habitual failure to complete assignments, and substance abuse, underscoring multifaceted behavioral deficits.

As the members of the focus group discussion mentioned that "there were many other disciplinary problems in our school in past times, but now a days the students' absenteeism and being late are not being solved to bring the students to the point of needed." From this point of view the researcher identified that being absent and late coming were the major problems which should be solved and needs high attention to be given.

4.3.1 Inistitutional Negligence in the Morning

Testimonies from educators and school leaders disclosed erratic attendance monitoring practices and a general lack of follow-up, with responsibilities often delegated to student class representatives. This procedural laxity contributed to the normalization of absenteeism.

Under this thematic area of the study, all participants of the study were asked about the major disciplinary problems of the students and their causes. Accordingly, the ninty percent of the

research participants recruited from the school reported that being late and absenteeism were among key problems of student's disciplinary problems. At this point, the third and fourth interviewee as well as the FGDs responded that

Absenteesm and latness of the students of this school are the major problems but even no one has given attention including us and tried to do any action research in this school by the teachers as well as the school administrators as the problem is well known and even it is not taken into consideration to solve the problem so doing a research on students absenteeism is highly appreciated to find solution in general (Ginbot 22/2016 E.C).

From this point of view the researcher identified that the students being late and absence were not be given an attention by the teachers as well as the school administrators though it is the major problem at the school.

During the focus group discussion both of the members of the group responded and agreed that

Most of the homeroom teachers as well as other subject teachers are not checking the attendance of the students regularly in the morning. Even though they checked the attendance of the students, they do not ask the students by the next day or any other day when they came to the class for learning. But the students do not want to miss the classes of those teachers who are taking regular attendance and those who present the lesson in attractive methods of teaching (Ginbot 22/2016 E.C).

Moreover, the FGDs the sixteeneth respondante of the interviewee added their openion as follows

As the school system of controlling, there is the daily attendance system that the school uses to control the students by all teachers in each periods in addition to that of the homeroom teachers. But some teachers are doing in that way while most teachers are not taking the attendance of the students during the session or else they give for the class representatives to check the attendance of the students; therefore the friend of the class representatives were encouraged not to come to school because their friends were taking care of their attendance by not reporting to the teachers' evenif they are abscent(Ginbot 22/2016 E.C).

From this issue the researcher identified that, most of the teachers are not concerned for the attendance of their students and this may encourage those students not to come to school. Because, most of the students need monitoring by their teachers as well as the school administrators for being regularly attend their classes specially this days.

4.3.2 Student-Driven Rationalizations

Students expressed a preference for absenteeism over lateness due to punitive ID card regulations. The policy, intended as a deterrent, paradoxically incentivized full-day absences, thus undermining its disciplinary intent.

The informant of the interviewee one responded that

The students prefer being to be abscent rather than being late because those who are late punished by submmiting their identification card to be punched by the puncher and after three times of their ID is punched, they will be obliged to pay birr two hundred inorder to get a new one and that is why they prefer being abscent than being late.(Gimbot 22/2016 E.C)

At this point the researcher identified that the school has its own controlling mechanism of the students' lateness but it is encouraging the students to be abscent which is worse than being late from the class regarding their daily lesson.

On the other hand, the other major root cause of the students that makes them not to came to school is responded by both the interviewee of the students and the members of the focus group as follows:

One of the school regulation regarding the late comers says that if the ID card is punched three times, the ID card should be submitted to the office and the student should pay birr two hundred to get a new one unless the student may not enter to the school gate without showing his/her ID card for the school guards. Therefore, this makes the late comers to go back instead of being punished. In the case of our school being late results punishment rather than being absent from the school(Ginbot 22/2016 E.C).

From this point of response the researcher understood that there is a drawing back of the school regulation regarding the students late and absenteeism. By the reseracer openion, late coming is better than absenteeism because students who were late were those who spent their time while they

are coming to school and have desire to learn. Therefore, by the researcher's opinion it would be better that the punishment of the late comers should went to those who were absent from the school.

It is better to punish those who were absent from the school rather punishing those who came to school by being late because they have already decided to attend the class even though they came late to school. The school administrators should ask why they were coming late and sometimes it should admit their reasons rather than punishing them regularly. Because at secondary level the students expect giving attention to them rather than trying to correct them through punishment. Because punishment does not bring positive result always; therefore the school administrator as well as the ministry of education should go through regarding how to take actions on those students in order to bring positive behavioral change towards being absent and late from their school(Ginbot 22/2016 E.C)..

From these responses, the researcher identified that punishment does not bring positive behavioral change in the case of grade 11 students at Kokebe Tsibah secondary school.

4.3.3 Pedagogical Implications from FGDs

FGD insights emphasized that students respond positively to instructors who adopt engaging pedagogical styles and maintain consistent oversight. These factors were associated with higher rates of class attendance and participation.

On the other hand "eventhough they are at the classroom the students are not giving attention to follow the lesson and not doing their homework as well as classworks as the former students" and this is responded by respondant two, three and four. These are also other disciplinary problems of the students that the school needs to solve.

From this point of view the researcher identified that the teaching methodology of those teachers might be not attractive for the students because the methodology of the inistruction matters to derive the learning of the students in the classroom and if they are motivated by the teachers they might have an intinterest both to give attention for what they are learning and to do exercises on time to evaluate themselves.

Regarding the teaching and learning carried out in the classroom, the informant of the FGDs responded that

The teaching methodology of some teachers were not initiating the students to attend their classes better so that some of the students move to the other sections where there were teachers who thought cordially. Unless teachers were not prepared well the interest of the students' interest should become less. Therefore, the school administrators should give emphasis on this matter(Ginbot 23/2016 E.C).

Then the researcher identified that there are problems with the teachers of not being prepared well to teach their students by up raising their interest towards the subject matter for better academic performance. By the way teachers are the key components for initiating the students' interest at the school level. In this case those teachers' were not carried out their responsibilities well and the school administrators and the school PTSA members were not giving emphasis on the matter.

On the other side, the respondents of the FGDs gave emphasis on the subject teachers and they said that

At this school, most of the time the students are outside the classrooms because of the abscent teachers who are missing their classes. This makes the students to be discouraged to come to school regularly so that the students prefer to stay at home and read their books or help their family in order to share their burdens(Ginbot 23/2016 E.C).

From this point, the researcher understood that not only the students but also their teachers are being absent from the school and that is why students are not eger to come to school.

4.4 Causal Factors of Disciplinary Infractions

4.4.1 Socio-Economic Adversities

Poverty emerged as a predominant causal factor. Students from financially insecure households frequently skipped classes to engage in income-generating activities. The absence of a comprehensive school feeding initiative at the secondary level exacerbated these vulnerabilities.

The students absenteeism and being late from the school are the key disciplinary problems, for this problem one of the root causes that are identified by the thirteen to sixteen interviewee of the respondents is being responded as

We are living with our parents who straggling to live due to economical shortage not able to afford the basic needs of the family. Most of the time we came to school without having our lunch boxes so we became tired and not able to attend our class attentively; therefore we work to get money for our survival and for the sake of our family. While we were at the elementary school, we were involved in the school feeding program so we didn't worry about what to eat. But now a days we have to work hard to get not only food but also clothing are the needs that we should provide to ourselves(Ginbot 23/2016 E.C).

From this point of view, the researcher understood that most of the students are coming from those famies with poor economic background. Though the students are not getting their lunch with them, how could they stay at school regularly and how do they understand what they are learning. For schooling, food is highly necessary and that is why the Addis Ababa educational bearu and the municipality gave great emphasis on school feeding program since 2010 E.C. by identifying that it were a great problem in most of the governmental school students. Still this problem is not solved for the students at the secondary school.

On the other hand all the respondents of the focus group discussion members as well as the interviewee from one to twelve give the same response as follows

Most students of this school are coming from the family with poor economic background as well as divorced family. In addition to that, some of them are single or double orphans and there are also students who came from the rural areas who are living with their relatives for the sake of getting high school education and they are only allowed to stay at home but have to provide food, clothing and the school materials by themselves. For this reason, they have to work in order to get money to obtain those basic needs as they come from the poor families(Ginbot 22/2016 E.C).

From this point of view, the researcher identifies that education is not the primary need of them for those students who are coming from poor economic background because the economic problem hinders the students not to attend regularly due to lack of food and clothing as well as the school materials.

4.4.2 Systemic and Cultural Detachment

A pervasive sense of detachment among some educators was evident. Teachers rationalized absenteeism as a consequence of familial dysfunctions, thereby abdicating their roles as proactive educational mentors and accountability agents.

Accordingly, the intervewee participants recruited from the school mentioned family as a first responsible body following the government, schools, and the community in general. The following exemplary statement is taken from one of the FGD discussant

> *On the first hand, parents should take the lead then teachers and the school administrators as well. Parents should give great emphasis for education in order to motivate their children to focus on their lesson for their future life. Secondly, teachers are also the key components on shaping their students' behavior because most of the students take their teachers as their role models. Thirdly, the school administration should play a great role in the case of shaping students behavior at the school level by setting convenient and relevant rules and regulations as well as having controlling and directing mechanisms for both teachers as well as the supportive staff members at the school level(Ginbot 22/2016 E.C).*

Likewise a total of four interviewees who are recruited from the study school, mentioned government as a responsible body in minimizing disciplinary problems of secondary school students in the form of issues mentioned by the study participants hereunder. "Government is a central body in policy making that makes the education policy be based upon indigenous knowledge. Presenting and educating students their indigenous knowledge in every level of education make students learn and act as a good-mannered Ethiopian."

Moreover, the third informant of the interviewee responded that

> *I cannot say I do not care. Because we all are responsible for our students because we will be affected by the consequences directly or indirectly. Even those teachers who are having concern to their students are respected and loved in return; therefore, teachers should be keeping in touch with their students to bring progress of their students in all aspects not only academically but also*

behaviorally. Giving the respect and dignifying life for teachers create a difference and help teachers to be easily respected, accepted and modeled by many of students that highly maximize the current place of teachers in most students' heart(Ginbot 22/2016 E.C).

4.4.3 Policy Misalignment and Dis-incentivization

The ID card punching protocol, ostensibly designed to foster accountability, instead engendered aversion behaviors. The asymmetrical penalization of tardiness over absenteeism reflects a misalignment between disciplinary policy and pedagogical objectives.

In the case of the consequences of being late which is one of the disciplinary problems of the students at the school level, is explained by the FGDs as

Those who came late to school are not allowed to come into the school unless their ID card is punched. As a result of three times punching their ID card it must be collected and not given back to those students unless they pay birr 200.00 (two hundred birr) for the school to get a new ID card in order to enter to the class room for learning. Due to this factor the students were going back to their home to come by tomorrow because absenteeism had no any consequence as being late. Sometimes the students who were absent for more than forty days and above are not even dismissed from the school as the regulation of the school(Ginbot 22/2016 E.C).

From this point of response the researcher identified that the students were not under good supervision in order to attend the school regularly and the school were not doing in a good manner for the sake of the students who were in problem of not attending the school weather purposefully or not.

4.4.4 Gap of Curricular Implimentation

The existing curriculum was perceived as lacking resonance with student aspirations. Calls for the integration of vocational training were prevalent, aimed at increasing curricular relevance and bolstering post-secondary employment opportunities.

The respondants from one to five and thirteen to sixteen of the interviewee responded that,

The curriculum by itself had a problem because there are only three percent of the students of grade 12 students passed the ESLCE last year in 2015 E.C in our country so that this is also

discouraging the students not to attend school rather try to find any other options in order to be hired to get job for getting money unless otherwise the futurity is doomed and become hopeless.

In addition, it is obvious that all the high school students do not join universities and colleges so it is better to provide vocational classes simultaneously while the students are taking academic subjects. In addition, and all the necessary materials, equipment's, work shop rooms and well trained vocational teachers should be available in our school. Due to this factor, students' should be trained and be able to join work in what they were trained right after they complete grade 12(Ginbot 22/2016 E.C).

The researcher identified that, the curriculum of education is a key factor for the productivity of the new generation. If the curriculum fails, it results failure of the interest of generation for education.

4.5 Consequential Impacts of Disciplinary Issues

Here the researcher found out that, the students in those grade levels were in great problem because no one were giving attention for them for their future life. The ninth interviewee also mentioned that

If teachers were not giving attention for the students, they do not give attention for education rather they assume that they were killing their time for nothing. When they were absent from the school, they work to gain money. By the way there are students who are getting above ten thousand birr monthly. So why should they bother about coming to the school even we do not get what they earn. Responded by interviewee three, four and five(Ginbot 23/2016 E.C).

The researcher also understood that not only the students but also teachers were biased in the case of attending the class. Just they assumed that being educated is only to get money and fulfill the basic needs of someone.

The ramifications of disciplinary infractions are extensive for declining academic performance and retention, increased dropout rates, deterioration of institutional ethos and disengagement from educational processes. The interviewee of the eachers highlighted that chronic absenteeism disrupts instructional continuity and diminishes classroom cohesion.

4.6 Strategies for Behavioral Management

4.6.1 Status Quo Approaches

The school employs a tripartite disciplinary framework: student orientation, individualized consultations, and counseling referrals. Despite the conceptual soundness of these mechanisms, their implementation is sporadic and lacks systemic integration.

Under this thematic area of the study all participants of the study were asked whether the school has a principle being applied to manage disciplinary problems of students which has affected the study school environment. In their response, all the interviewees and FGD discussants recruited from the study described the methods used to manage disciplinary problems of students. They also explained that the degree of success of disciplining students largely depends on the school management's and their application of different approaches, and how consistently they see behaviors through. It is also becoming the primary concern of parents, teachers, instructional leaders and other concerned bodies in the education system.

Schools at all levels of education should deeply concerned about their students' disciplinary problem. If the behavior of students failed to be clearly understood, defined and the necessary intervention prepared and implemented, the overall teaching-learning process may be in problem.

The strategies that were for managing the behavioral problems of the students were described as follows by the interviewee and the FDG members as follows:

Orientation: This is the first step for the school to govern students by the rules and regulations of the school.

One to one discussion: This strategy is mostly exercised by all study schools as a first measure for seen indiscipline act of a student. Here the student mostly by reprimanding or giving a verbal warning or showing unaccepted of that specific act. Teachers through the curriculum and methods of teaching should teach students acceptable social behaviors in the classrooms. . In guiding students, teachers should first teach them specific behaviors

and then use positive repetition to reinforce them. Finally, if a student continues misbehaving after a teacher has taught specific policies and even used positive reinforcement, only then can negative consequences be applied. In addition to equipping students with mental capacities that convey good behavior habits, it is also important for the school to establish sound methods of reinforcing them.

Parents Teachers Association (PTA): Abdulkareem (2011) restate that in the modern educational setting, it may be a great omission if parents leave the responsibility of managing schools to teachers alone. Parents must be at the forefront of ensuring that there is efficiency and effectiveness in the management of the schools where their children are schooling.

Mabeba & Prinsloo (2000) argue that parents through Parents Teachers Association (PTA) have a very important role to play in supporting teachers in maintaining discipline of the students in a school compound. Parents Teachers Association can assess the school rules and values to make sure they are clearly stated and can be understood by the students. Parental involvement is another important strategy in improving school discipline. Helping parents assume responsibilities as copartners that benefits the student by giving them a perception of parents who are modeling the importance of education to the family.

Counseling and guidance services:- In any learning institution, counselors form an essential part of the organization since they assist students for help on matters associated to general challenges students face. A student who passes the first measures taken by the teachers was sent to counseling and guidance unit. Students can also be counseled when they have problems or when they make mistakes. The guidance and counseling teachers play crucial roles in shaping the psychological, emotional, moral, and spiritual and education development of students. They look after the welfare of the students by assisting them to make decisions from a wide range of choices available. They engage in a specialist session on one-to-one counseling process where the ultimate goals are self-understanding, self-realization and self-actualization of the student.

In addition, administrators have to work to improve students' behaviors by using effective discipline strategies to ensure that students was disciplined and safe. In this way, teachers can control, prepare and provide students with important skills for successful adulthood

Sugai, J. R. & Walker (2000). The administrator gives specific directions for the whole school and then provides positive reinforcement together with teachers for appropriate behavior and disciplinary problems. Additionally, administrators should mentor teachers, and coach those with negative attitude in the use of positive reinforcement.

4.6.2 Evaluation of Strategic Efficiacy

The absence of a cohesive, school-wide attendance policy and an overreliance on punitive sanctions undermines the effectiveness of current disciplinary strategies. These approaches fail to engage the root causes of behavioral noncompliance and risk alienating the student population.

The ninth informant of the interviewees responded that:

Teachers who stayed for a long period of time in the school are imposing negatively on those who are working as they were given responsibility to fulfill. Therefore, some teachers become biased on what they were doing right. Therefore, some teachers should be transferred to other schools and others should come to here to change the attitude of those teachers who are working as they were given to do and what is expected from them. Those teachers who stayed in this school assume that they are highly required for the school and no one can touch in his/her finger even though they are doing wrongly(Ginbot 22/2016 E.C).

This implies that those who were working hard were influenced by those who didn't and this influences the school environment not to be conducive for the students to behave in a good manner and become academically competent. Due to the negative influencers of teachers, positive outcome is not expected. And it is very difficult for the school administrators to handle and solve the problems unless the Addis Ababa educational Bearu is involved into the school and take actions to solve the problems. Because teachers are the one who plays a great role to have a conducive school environment for better expected students' behavioral change and academic performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1. Summary of Findings

1. Research conducted at Kokebe Tsibah Secondary School indicates a concerning trend: disciplinary problems have been escalating over time. These issues manifest in a diverse array of behaviors, impacting both the academic environment and the overall school community.

Direct findings from this research focusing on Kokebe Tsibah highlight several specific manifestations of indiscipline. These include frequent absenteeism and lateness which directly impedes consistent learning.

2. Disciplinary problems at Kokebe Tsibah Secondary School are not attributable to a single cause but emerge from a complex interplay of factors originating from various domains: the family background, individual student characteristics, the methodology of teaching, the school policy and less commitment of teachers.

3. The management of student discipline at Kokebe Tsibah Secondary School operates within a broader formal policy framework established by the Addis Ababa City Administration. The "Addis Ababa City Students Disciplinary Directive No. 150/2016" applies to all secondary schools under the City Assisted Education Bureau, including Kokebe Tsibah. Basically, the school were implementing punching of the ID of late students for three times and then paying two hundred birr for penalty after three times of punching. Moreover, In the case of absenteeism the students were not punished. Because in the school the students who were absent for more than fourty (40) days were not dismissed or suspended from the school.

4. Parental involvement is widely recognized as a vital component of student discipline and overall success in education. Studies indicate that greater parental involvement correlates strongly with improved academic performance and increased student motivation. Furthermore, effective

communication and collaboration between parents and schools are shown to positively influence the school climate and enhance student behavior.

The consistent identification of parents as crucial for discipline while simultaneously noting their low follow-up and significant barriers to involvement reveals a notable paradox. This situation suggests that the current approach to parental involvement may implicitly place the burden of discipline solely on parents without adequately addressing the systemic obstacles they face, such as socio-economic pressures, a lack of awareness regarding their potential.

To improve parental involvement, several recommendations emerge. School administrators should implement intensive parent-mentoring programs aimed at educating and sensitizing parents about their duties and the importance of their engagement. This requires coordinated efforts among school administrators, teachers, education office experts, and parents. Prioritizing parental involvement in addressing student discipline issues is recommended over simply resorting to other strategies. Establishing platforms to encourage parental involvement in school programs is also crucial. Finally, schools should initiate training programs specifically for parents to positively influence their discipline practices at home.

5. The justification for absenteeism suggests that perceived inconsistency or leniency undermines the seriousness of rules. This demonstrates that student perception of disciplinary policies is heavily influenced by the perceived fairness, consistency, and transparency of their implementation, rather than solely by the rules themselves. When policies are viewed as arbitrary, inconsistently applied, or lacking student input, they are likely to be perceived negatively or exploited. This implies that effective discipline requires not just clear rules, but also a steadfast commitment to equitable and transparent enforcement, coupled with meaningful opportunities for student voice.

6. The evidence clearly demonstrates that disciplinary problems and poor academic performance are not merely co-occurring but are locked in a self-perpetuating cycle. Indiscipline directly disrupts the learning process, leading to lower academic outcomes. In turn, poor academic performance, compounded by factors like reading difficulties, can lead to student boredom or a diminished self-concept , which are recognized as factors contributing to further indiscipline. This

cycle is further intensified by the fact that the considerable time spent addressing discipline cases reduces actual teaching time, thereby exacerbating learning losses. Breaking this cycle necessitates integrated interventions that concurrently address both behavioral and academic challenges.

Moreover, the severe ruptures observed in socio-economic, social-emotional development and the increase in mental health issues due to factors like conflict and the pandemic are not just immediate school-level problems. These impacts extend to "critical skills necessary for adulthood – for success in daily life, citizenship and a future career". Unaddressed indiscipline is also identified as a "precursor to later school dropout and similar negative social outcomes". This broader perspective reveals that the consequences of unaddressed disciplinary problems extend far beyond the school gates, impacting students' long-term social-emotional well-being, future career prospects, and overall contribution to society. A decline in social skills, increased mental health issues, and higher dropout rates among students, whether due to indiscipline or external shocks like the pandemic, represent a significant human capital deficit for Ethiopia. This underscores the urgent need for comprehensive, sustained interventions that prioritize holistic child development, not just academic metrics, to ensure a competent and well-adjusted future workforce and citizenry.

neglecting absenteeism exacerbated the situation, creating a disincentive for students to come to school at all. The consequences of these disciplinary problems were quite serious. Participants reported that punitive measures for lateness, such as financial penalties for replacing ID cards, led to students opting to stay home rather than risk further punishment. This punitive approach discouraged attendance, as students perceived absenteeism as carrying no significant consequences compared to being late. The insights gathered indicate a need for a more supportive and understanding response to student disciplinary issues, rather than a solely punitive approach.

In terms of strategies for managing student discipline, participants suggested several potential interventions. One key recommendation was the establishment of clear rules and guidelines to govern student behavior, along with the implementation of counseling services to help address behavioral issues. Participants emphasized the importance of parental involvement, particularly through the Parents Teachers Association (PTA), as a means of supporting discipline efforts within the school. Engaging parents in the disciplinary process was seen as crucial for fostering a

collaborative environment that encourages positive behavior. Additionally, improving teaching methodologies to enhance student engagement and attendance was highlighted as a critical strategy.

Finally, participants underscored the importance of collaboration among families, schools, and the government in effectively addressing these disciplinary issues. They advocated for creating a supportive educational environment that prioritizes student well-being and academic success. Moreover, it was emphasized that policies should be designed to recognize and tackle the socio-economic challenges faced by students, thereby fostering better attendance and behavior in schools. Such a holistic approach is essential for ensuring that students receive the support they need to thrive academically and develop positively as individuals.

5.2. Conclusion

This research aimed to delve into the intricacies of disciplinary problems and their management at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia. Through a comprehensive analysis of qualitative data, the study sought to identify the root causes of disciplinary issues, assess the effectiveness of current management strategies, and propose recommendations for improving the overall school climate.

This chapter has elucidated the complex interplay of socio-economic, institutional, and pedagogical factors that engender student disciplinary challenges at Kokebe Tsibah Secondary School. The findings underscore the limitations of punitive disciplinary frameworks and advocate for an integrative, restorative, and stakeholder-inclusive model. A paradigm shift is imperative—one that reconceptualises discipline not merely as compliance, but as a co-constructed and context-sensitive process essential to educational equity and student development.

The findings revealed that disciplinary problems at Kokebe Tsibah are multifaceted, stemming from a combination of factors such as family-related issues, such as poverty and lack of parental involvement, as well as school-related factors like poor teaching methods, lack of student engagement, and inadequate facilities. Additionally, peer pressure and personal challenges were found to play a significant role.

5.3. Recommendations

Based on the research findings absenteeism and lateness are significant disciplinary issues that can negatively impact student learning and overall school climate at Kokebe Tsibah Secondary School. The following recommendation outlines strategies to address these problems and improve school attendance.

For Kokebe Tsibah Secondary School:

1. **Strengthen Disciplinary Policy Enforcement and Consistency**: The school should conduct a thorough review of its existing disciplinary policies, particularly the Addis Ababa City Students Disciplinary Directive, to ensure consistent and equitable application. Addressing the perception of low risk and absence of severe punishment for behaviors like tardiness is paramount. This involves clear communication of consequences and consistent follow-through.
2. **Invest in Teacher Professional Development**: Comprehensive training programs are essential to equip teachers with effective classroom management techniques and to promote the adoption of positive discipline practices. Training should also focus on strategies for addressing evolving student behaviors, such as absenteeism, and provide support for managing teacher stress and insecurity resulting from disciplinary challenges.
3. **Promote Student Voice and Participation**: Actively involve students in the formulation and implementation of school rules and disciplinary processes. This fosters a sense of ownership and can significantly improve student perceptions and adherence to policies. Establishing student disciplinary committees or feedback mechanisms could be beneficial.
4. **Enhance Parent-School Collaboration**: Implement structured parent-mentoring programs and training initiatives to bridge the home-school disciplinary divide. These programs should aim to educate parents on positive child disciplining methods, address common barriers to involvement (such as time constraints and lack of awareness), and align disciplinary approaches between home and school.
5. **Expand Counseling and Support Services**: Provide more robust guidance and counseling programs to address students' mental and emotional well-being, low self-concept, and to offer constructive alternatives to misbehavior. Access to psychological support for students in extreme cases should be facilitated.

6. **Address Academic Engagement**: Implement strategies to improve reading comprehension and make learning more engaging and relevant. This can help reduce boredom and inattentiveness, which are often precursors to disciplinary problems.

For Addis Ababa Educational Beru:

1. **Review and Harmonize Disciplinary Policies**: City-level education authorities should critically review existing disciplinary directives to ensure consistency and effective implementation across all schools. A particular focus should be on closing the policy-practice gap regarding penalty by paying money.
2. **Allocate Resources for Positive Discipline**: Provide adequate financial resources, materials, and infrastructure to support schools in implementing positive, developmental disciplinary practices. This includes funding for teacher training, counseling services, and improved learning environments.

Future Research Directions:

Further research would be beneficial to assess the long-term impact of specific positive discipline interventions implemented in Ethiopian secondary schools. Studies focusing on the effectiveness of parental training programs in improving student discipline and the detailed exploration of student agency and perceptions in disciplinary processes could provide valuable insights for refining future strategies. Additionally, mixed research design studies on the precise correlation between various contributing factors and specific disciplinary outcomes at Kokebe Tsibah would enhance the evidence base for targeted interventions.

References:

Abdulkareem, A. &. (2011). Institutional governance and control of education in Nigeria. . *Governance, politics and policies in Nigeria: An essay in honour of Prof Dipo Kolawole* . Porto Novo: SONOU d' Afrique.

Adedoyin, O. A., & Adekeye, B. A. (2013). Influence of Students' Disciplinary Problems on the Management of Secondary Schools in Kwande Local Government Area of Benue State. *Journal of Research in Education and Development*, 8(3), 233-242.

Baker, M. J., & Williams, S. M. . (2013). The impact of ADHD on academic achievement and behavior problems. *Child Psychology and Psychiatry,*, 54 (1), 71-79.

Bradshaw, C. P., & Taylor, R. L. . (2014). School siscipline policies and student outcomes: A meta-analysis. *Review of Educational Research, 105(3),* 397 - 444.

Brown, J. (2022). The impact of culturally relevant curriculum o student engagement and behavior. *Jornal of Educational Research, 105(3),,* 325 - 340.

Charles worth, R. (2017). *Classroom management: Apractical guide.* Wadsworth.

Chen, M., & Wang, J. (2013). Parental involvement and student academic achievement: A meta-analysis. *Educational Psychology Review, 25(3),* 363-392.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Davis, M. (2020). The effects of high-stakes testing on student stress and anxiety. *Educational Psychology Review, 32(2),* 257 - 275.

Dishion, T. J., & Patterson, G. R. (2006). Peer influence on adolescent problem behavior: An ecological perspective. *Developmental Psychology, 42(4),* 694-713.

Eshetu, Y. (2011). Indiscipline Problems of High School Students: the Case of Ethio-Japan Hidasse Secondary School (Addis Ababa, Ethiopia). *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(2), 142-148.

Gottfried, A. S. (2011). Academic Engagement: The Contribution of Classroom Climate. *School Psychology Quarterly*, 26(4), 301-319.

Gregory, A., & Milner, H. . (2019). School Climate and student engagement: A meta-analysis. *Review of Educational Research 89(2),* 231-272.

Johnson, D. W., & Johnson, R. T. (2022). *Cooperative learning: The sourcebook.* Pearson.

Jones, B. D., Peterson, C. H. . (2015). *Academic dishonesty: areview of the literature. Review of educational Research, 85(4), 511-550.*

Jonson, A., & Smith, B. . (2021). The role of teaching strategies in promoting student engagement and reducing disciplinary problems. *Journal of Classroom Behavior Management, 15(1),* 75 - 92.

Kagan, J., & Sroufe, L. A. (2011). *Temperament and attachement: A developmental perspective.* . Wiley.

Kendall, P. C., & Martella, R. A. (2019). *Cognitive-behavioral therapy for children and adolescents.* Guilford Publications.

Lee, J., & Park, J. (2017). substance abuse and academic performance among high school students: A meta-analysis. *Educational Psychology, 109(5),* 634-653.

Leithwood, K., & Harris, A. (2007). Leadership for learning: A focus on principal practices. *Educational Administration Quarterly, 43(4),* 489-529.

Mabeba, M. Z., & Prinsloo, E. (2000). Perceptions of discipline and ensuring problems in secondary education. *South African Journal of Education*, 2(1), 34-41.

Marzano, R. (2018). *Classroom management that works: Research-based strategies for K-12 teachers.* ASCD.

Marzano, R. J. (2011). *Classroom management that works: Research-based strategies for every teacher.* ASCD.

Mayer, D. E., Sugai, G. M., & Sprague, J. R. . (2015). *Positive behavioral intervensions and supports: Apractical guide for schools.* Guilford Publications.

Mertens, D. M. (2015). *Research & evaluation in education and psychology: Integrating theory and practice*. SAGE Publications.

Peterson, R. G., & Skinner, J. A. (2015). The effects of school climate on student outcomes: Meta-analysis. *School Psychology Quarterly 30(1),* 32-48.

Rimm-Kaufman, S. E., & Sawyer, B. . (2012). *Positive relationships and classroom management.*

Rimm-Kaufman, S.E., & Sawyer, B. . (2012). *Positive relationships and classroom management :Connecting the dots.*

Sarpkaya, M. (2007). Disciplinary problems in secondary education: a sample of Amasya. *Educational Sciences: Theory and Practice,* 7(2), 531-540.

Smith, C., & Jones, D. . (2023). The relationship between curriculum design and student motivation. *Educational Reserch Quarterly, 47(2)*, 115 - 130.

Smith, J. (2012). *School discipline: Acomprehensive approach.* Routledge.

Smith, J., & Johnson, D. . (2022). The impact of perceived fairness of school disciplinary procedures on student behavior. . *Journal of Educational Psychology, 114(3),*, 456-472.

Sugai, G. M., Horner, R. H., Dunlap, M. L., & Jenkins, A. E. (2019). *Positive behavioral interventions and supports: A framework for school-wide improvement.* Guilford Publications.

Sugai, G. M., Horner, R. H., Dunlap, M. L., & Sprague, J. R. (2010). *School - wide positive behavior support: Implimenting and sustaining evidence - based practices.* Guilford Publications.

Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000). Using office discipline referrals to evaluate school-wide discipline and safety. . *Exceptional Children, 66(3)*, 361-375.

Temitayo, A., Mohammed, A. N., Lukman, A., & Nayaya, A. (2014). Management of Disciplinary Problems in Secondary Schools: Jalingo Metropolis in Focus. *Global Journal of Educational Research*, 13(2), 1-10.

Thompson, C. M., & Carter, D. . (2013). *Classroom management: Aguide to effective practice (6th ed.).* Allyn & Bacon.

Walker, H. M. & Taylor, H. K. (2014). *Positive behavioral interventions and supports: Implimenting PBIS in schools.* Brookes Publishing Co.

Walker, H. M., & Taylor, H. K. (2014). *Positive behavioral interventions and supports: Implimenting PBIS in schools.* Brookes Publishig Co.

Wong, J & Wong, R. (2016). *The first days of school: How to be an effective teacher.* Harry N. Abrams.

Appendices I: Interview Guide

I. Introduction

My name is Yemsrach Yoseph W/Selassie. I am graduate candidate of master degree in Educational planning and project management in Addis Ababa University, department of Educational planning and management. I am working my final thesis for the fulfillment of the master degree. The aim of the research is to assess the disciplinary problems and their management at Kokebe Tsibah Secondary school. Thank you in advance for giving me your precious time for the interview. I would like to assure you that the information you provide kept confidential. I may not disclose your name to anyone else. I would, further, like you to know that the purpose of this study is purely for academic purpose. Your participation in the study contribute for the completion of the research work. Your participation is purely voluntary. You can skip any question that you feel is not appropriate to respond. Furthermore, you have the right to withdraw from the interview session if participating in the study seems difficult for you. If you agree to participate on the study please,

II. Profiles of interviewee

Sex: Male ☐ Female ☐

Age _____

Academic qualification _____

Position/responsibility: _____

Years of Experience: _____

III. Interview Questions

1. How long would you stay in this school?
2. What are the major disciplinary problems of the students in this school? What is you thought regarding the causes?
3. Are there rules and regulations for the students in this school? Do the students' know them well?

4. Do the school teachers, school principals and the guidance counselors are working with the students' collaboratively?
5. Those students with disciplinary problems are living with whom at home?
6. Do those students with disciplinary problems bring their lunch with them to school? Do all the school materials are fulfilled for them? Who are taking care of all this things for them?
7. Do the students of this school have high interest towards education? If not what ire the reasons behind?
8. Do you believe that there is direct relationship between disciplinary problems and lack of interest towards learning?
9. Do you believe that the curriculum by itself is the cause of students' disciplinary problems? If it is how?
10. Do you believe that all the disciplinary problems of the students in the school can be solved? If so what are the ways?
11. Do the school has mechanisms to correct the disciplinary problems of the students? If yes, do you think that the mechanisms are bringing a required change?
12. How much do teachers, principals and the administrative workers are models for their students?
13. Do parents, teachers, principals and the guidance counselors are working collaboratively by being responsible for those students with disciplinary problems? If yes, how much?
14. How often the parents are called for meeting with teachers, school administrators and guidance counselors to discuss on the disciplinary behaviors of the students?
15. In your opinion, who is responsible for the disciplinary problems of the students? What are you reasons to say that?

Appendices II: Focus Group Discussion

Questions for the school principal, teacher and PTA member

Part 1: Profile of the participants

1. Sex: Male ☐ Female ☐
2. Marital Status :
   - Married ☐
   - Single ☐
   - Divorced ☐
   - Widowed ☐
3. Academic qualification _____
4. Occupation _____
5. Years of Experience_____
6. Position/responsibility _____

Part 2: Group discussion questions

1. Are you happy of staying in this school? If yes, how much? If not why?

2. How do the school handle the students from their disciplinary point of view?

3. In what manner the school is working for the improvement of the students with the disciplinary problems?

4. As a student, parent, teacher, school principal and guidance counselor, do you believe that you are accomplishing your responsibility regarding the students disciplinary problems?

5. As your school, who is responsible for the disciplinary problems of the students?

6. Do you believe that only giving information to the students regarding the rules and regulations of the school is enough?

7. Do you believe that the school and the government are responsible for the disciplinary problems of the students? If yes, how?

8. As the students are the future responsible takers of the country, what should be required from parents, teachers, school principals and the guidance counselors of the school?

Appendices III: Interview guide in Amharic

ሀ) መግቢያ

ስሜ የምስራች ዮሴፍ ወ/ስላሴ ይባላል፡፡ የአዲስ አበባ ዩኒቨርሲቲ የትምህርት አመራር ትምህርት ክፍል የሁለተኛ ድግሪ ተማሪ ነኝ፡፡ በአሁን ሰዓት የመመረቂያ ፅሁፌን እየሰራሁ እገኛለሁ፡፡ የዚህ ጥናት ዋና ዓላማ በትምህርት ቤታችሁ ያለውን የሁለተኛ ደረጃ ተማሪዎች ላይ የሚታዩትን የስነ-ምግባር ግድፈቶች ምን ምን እንደሆኑና በምን አይነት መልኩ ምላሽ / የእርምት እርምጃ እየተሰጡባቸው ያለ መሆኑን ለማወቅ ነው፡፡

በመጀመሪያ ለዚህ ቃለ-መጠይቅ ውድ ጊዜዎን ስለሰጡኝ በጣም አመሰግናለሁ፡፡ ለዚህ ጥናት ብለው የሚሰጡት ማንኛውም መረጃ ምስጢራዊነቱ የተጠበቀና ወደ ሶስተኛ ሰው የማይተላለፍ መሆኑን እያሳወቅኩኝ የዚህ ጥናት ዋነኛ ዓላማ የሁለተኛ ድግሪ ለመመረቅ የማሟያ ጥናት ነው፡፡ የእርሶ ተሳትፎ የጥናቱን ውጤት ሙሉ ስለሚያደርገው ማንኛውንም ከጥናቱ ጋር የሚያያዝ መረጃ ሊያጋሩኝ ይችላሉ፡፡ በተጨማሪም መመለስ ያልፈለጉት ጥያቄ ካለ ወይ ደግሞ በጥናቱ ውስጥ መሳተፍ አላስፈላጊ ከመሰለዎ አቋርጠው መሄድ ይችላሉ፡፡ በመሆኑም ጥናቱ ላይ በመሳተፍ መረጃውን ለመሰብሰብ የድምፅ መቅረጫ መሳሪያ የምጠቀም መሆኔን ላስገነዝብዎ እወዳለሁ ይህም ጥናቱ ሲጠናቀቅ የሚደመሰስ ስለሆነ ሀሳብ አይግባዎ! አመሰግናለሁ፡፡

ለ) የጥናቱ ተሳታፊዎች መግለጫ

1. ፆታ _____

2. እድሜ _____

3. የትምህርት ደረጃ _____

4. ኃላፊነት _____

5. የስራ ልምድ _____

ሐ) የቃለ-መጠይቅ ጥያቄዎች

1. በዚህ ትምህርት ቤት ለምን ያህል ጊዜ ቆይተሃል/ሻል?
2. በዚህ ት/ቤት ውስጥ ከተማሪዎች ስነ-ምግባር አንጻር በዋናነት የሚታዩ ክፍተቶች ምንድን ናቸው? ምክንያቱስ ምንድነው ብለው ያስባሉ?
3. ት/ቤቱ ለተማሪዎች የተዘጋጀ ህግና ደንብ አለውን? ካለስ ተማሪዎች በሚገባ ያውቁታል ወይ?
4. የትምህርት ቤቱ ር/መምህራን፣ መምህራን እንዲሁም የምክር አገልግሎት ባለሙያዎች ከት//ቤቱ ተማሪዎች ጋር ምን ያህል ቅርበት አላቸው?
5. በዚህ ት/ቤት ያሉና የስነ-ግባር ክፍተት የሚታይባቸው ተማሪዎች በአመዛኙ የሚኖሩት ከማን ጋር እንደሆነ ቢገልጹልኝ?

6. ሁሉም ተማሪዎች በትምህርት ቤት ውስጥ የሚመገቡትን ምሳቸውን ይዘው ይመጣሉ? የመማሪያ ቁሳቁስስ ተሟልቶላቸው ነው የሚማሩት? ካልሆነስ ለምን ይመስልዎተታል?
7. በዚህ ት/ቤት ያሉ ተማሪዎች ያላቸው የትምህርት ፍላጎት ምን ይመስላል? የትምህርት ፍላጎታቸው አናሳ ከሆነ ምክንያቱ ምን ይመስልዎታል?
8. የተማሪዎች ስነ-ምግባር ከትምህርት ውጤታቸው ጋር ቀጥተኛ የሆነ ግንኙነት አለው ብለው ያስባሉ? ካልሆነስ እንዴት?
9. ስርዓተ ትምህርቱ በተማሪዎች ስነ-ግባር ላይ ችግር እንዲፈጠር አድርጓል ብለው ያስባሉ? ከሆነስ እንዴት? ምን ቢደረግ መልካም ነው ብለው ያስባሉ?
10. በዚህ ት/ቤት ተማሪዎች ላይ በዋናነት የሚታዩ የስነ-ምግባር ችግሮች ሊቀረፉ የሚችሉ ናቸው ብለው ያስባሉ? ከሆነስ እንዴት መቅረፍ ይቻላል ብለው ያስባሉ?
11. የት/ቤቱ አስተዳደር የስነ-ምግባር ችግር የታየባቸውን ተማሪዎች ለማረም የሚጠቀምባቸው ዘዴዎች አሉ? ካሉስ ምን ምን መነገዶችን ይጠቀማል? እየተጠቀመባቸው ያሉ የማረሚ መንገዶች ለውጥ አምጥተዋል ብለው ያምናሉ?
12. በት/ቤቱ ያሉ መምህራን፣ ር/መምህራንና የአስተዳደር ሠራተኞች በት/ቤቱ ውስጥ ለሚማሩ ተማሪዎች ምሳሌነታቸው ምን ያህል ነው?
13. የስነ-ምግባር ችግር ያለባቸውን ተማሪዎች ር/መምህራን፣ መምህራን እና የምክር አገልግሎት ባለሙያዎች የሃላፊነት ስሜት ተሰምቷቸው ተማሪዎቹ ካሉበት ችግር እንዲወጡ በትብብር ይሠራሉ?
14. የት/ቤቱ ተማሪ ወላጆች ከመምህራን፣ ር/መምህራን እንዲሁም ከምክር አገልግሎት ሰጪ ባለሙዎች ጋር ስለ ተማሪዎች ስነ-ምግባር ለመወያየት በምን ያህል ጊዜ ይገናኛሉ?
15. ለተማሪዎች ስነ-ምግባር ችግር መንግስት ተጠያቂ ነው ብለው ያስባሉ? ከሆነስ በምን መልኩ እንደሆነ ቢያብራሩልኝ፡

Appendices IV: Focus Group Discussion Guide in Amharic

ሀ)የቡድን ውይይቱ ተሳታፊዎች መግለጫ

ፆታ _____

የጋብቻ ሁኔታ ----------

የትምህርት ደረጃ ----------

ስራ _____

የስራ ልምድ ----------

ኃላፊነት _____

ለ) የቡድን ውይይት ጥያቄዎች

1. በዚህ ት/ቤት በመቆየታችሁ ደስተኛ ናችሁ? ካልሆነስ ለምን?
2. ከተማሪዎች ስነ-ምግባር አንጻር የተማሪዎች አያያዝ በት/ቤቱ ውስጥ ምን ይመስላል?
3. ት/ቤቱ የስነ-ምግባር ክፍተት ያለባቸው ተማሪዎች ለውጥ እንዲያመጡ ለማድረግ ምን ዓይነት ስራ እየሠራ ይገኛል?
4. እንደ ተማሪ፣ እንደ መምህር፣ እንደ ወላጅ ሃላፊነቴን እየተወጣሁ ነው ብላችሁ ታስባላችሁ? ከተወጣችሁ በምን ያህል እና በምን መልኩ? ካልተወጣችሁስ ምክንያትዎ ምንድነው?
5. እንደ ት/ቤታችሁ ለተማሪዎች ስነ-ምግባር ጉድለት ዋነኛ ተጠያቂው ማን ነው ብላችሁ ታስባላችሁ? ለምን?
6. ለተማሪዎች የትምህርት ቤቱን ህግና ደንብና ማሳወቅ ብቻውን በተማሪዎች ስነ-ምግባር ላይ ለውጥ ያመጣል ብላችሁ ታስባላችሁ? ካልሆነስ ለምን?
7. ለተማሪዎች ስነ-ምግባር መጉደል ት/ቤቱ እና መንግስት ተጠያቂ ናቸው ብላችሁ ታስባላችሁ? ከሆነስ አንዴት?
8. ተማሪዎች የዛሬ ወጣቶች የነገ አገር ተረካቢዎች እንደመሆናቸው መጠን ከወላጆች፣ ከመምህራን፣ ከት/ቤቱ አስተዳደር እና ከመንግስት ስነ-ምግባራቸውን በተመለከተ ምን ይጠበቃል ብላችሁ ታስባላችሁ?