

MANAGEMENT OF DISCIPLINARY PROBLEMS

**Assessment on the Management of Disciplinary Problems of Students: The Case of Selected  
Government and Privately-Owned Schools of Woreda Sebat in Arada Sub City**

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A Thesis submitted to College of Education and Behavioral Studies, Department of Special  
Needs Education

Presented in partial fulfillment of the requirements for the degree of  
Master of Arts (Special needs education)

Addis Ababa University

Addis Ababa Ethiopia

November, 2021G.C

## MANAGEMENT OF DISCIPLINARY PROBLEMS

### AUTHOR'S DECLARATION

I declare that this research work entitled “**Assessment on the Management of Disciplinary Problems of Students: The Case of Selected Government and Privately-Owned Schools of Woreda Sebat in Arada Sub City**” is the outcome of my own effort and study and that all sources of materials used for the study have been duly acknowledged. I have produced it independently except for the guidance and suggestion of the research advisor. This study has not been submitted for any degree in this university or any other University. It is offered for the partial fulfillment of the degree of MA.

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## MANAGEMENT OF DISCIPLINARY PROBLEMS

### **ABSTRACT**

The main purpose of this study is to assess the management of disciplinary problems of students of selected government and privately-owned schools in Arada Sub-city. A case study research design was used to achieve the purpose of the study. The primary sources of the study were interview, focus group discussion and reviewing school specific code of conducts. A total of 20 interviewees from teachers and school principals, 5 from each school were participated and four FGDs, one for each school were undertaken. Data collected using these instruments were analyzed using thematic analysis that is used to analyze qualitative data. As per the finding of the research types of disciplinary problems in both types of schools are outlined as disrespecting teachers. In fact the finding of the research revealed many types of disciplinary problems but the above was the dominant one. The causes of most types of disciplinary problems revealed by the research participants are, family and unregulated media use. As a result of these, the problem of indiscipline seems only in school compound but it goes beyond school and affect a family, community, society and a nation at larger. Most of the participants especially, the government schools agreed on the need of ethical/ moral education in the education curriculum and all were agreed on the need of a collaboration effort made by family, school and government/community to better manage disciplinary problems of students.

**Keywords:** Disciplinary problems, the need of moral education, Management of disciplinary problems, Discipline, Assessment of disciplinary problems, what should be done for disciplinary problems.

## ACKNOWLEDGMENT

**God has a reason for allowing things to happen. We may never understand his wisdom, but we simply have to trust his will. (Psalms 37:5)**

I have passed through many ups and downs to complete this meaningful paper. I really want to thank God for everything in my life. My husband, who is only sent from heaven for me must get my deepest gratitude now and forever. My two adorable children should also be thanked because they give me a great energy and meaning in life. Meski, my class mate and good friend, and my little sister were great motivational leaders for me while I was in very deep bad moments. I am also very thankful for my whole family, Burte, Ababy, Tesfaye, Frea, Bety, Coke, Demen and Sacri. I must be thankful for my previous colleague, Dagmawi Tadesse for his kind support in proof reading this material. Exceptionally my advisor Dr. Abebe Yehualaworke should also be thanked not for the mere thanks but He is a very influential, industrious, supportive and kind advisor in each and every step of this work. Finally I want to thank peoples who were cooperative in their respective work place from top to bottom.

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## CHAPTER ONE: INTRODUCTION

### 1.1 Introduction

In Ethiopia, there is an axiom having endured for a long period of time in wider section of the society which says a satisfying Injera is easily identifiable from the very beginning of its baking from the pan known from the pan. Injera is a well-known traditional food used by most of Ethiopians and made from Teff, a cereal widely grown in Ethiopia. This old saying/proverb argues that if we raise our children in proper manners, starting from their early stage, then they become good citizens in all aspects of their life. The issue of raising a child in a proper manner is a very important step to create a responsible, loyal and peaceful citizen. In this regard, the holy bible, Proverb (Meshafe Mesale) 22:6 clearly puts how we should handle children by saying "Train up a child in the way he should go, and when he is old, he will not depart from it." Being a disciplined child is not a matter of race, age, gender, educational status, economical status or any other issues, rather it is a matter of how that child is raised and taught to behave properly.

Likewise, in Islamic teaching, Prophet Mohamed (Peace Be Upon Him) taught his followers saying that "Each of you is a shepherd, and each of you is accountable for his or her flock." and he also added: "Allah will (on the Day of Reckoning) question each person in a position of responsibility about what he (or she) was responsible for (in this life)". (Kitab Al-Jihad (The Book of Jihad), 4/208). On the other hand, the well-known Chinese Philosopher, Confucius say that "The most beautiful sight in the world is a little child going confidently down the road of life after you have shown him the way."

Education is a very important path of every child to become responsible in his/ her life. If the school environment is well equipped in all aspects to create good citizens, then children from that school will become real citizens who contribute a lot rather than destroy what others did. In fact, there are some students who deviate from what the school expects them to react and even spoil others by their wrong deeds. There is a long lasting traditional saying that supports this idea and endured in the society, a heifer deployed with a donkey learns to fart ". The reason for some unintended/undesired behaviors might be resulted from the family or the society where the child is living. As Danny (2007) puts an African proverb says "It takes a village to raise a child." meaning it takes a society to raise children. Therefore, as the bible proverbs 19:18 suggests, taking

the proper time and attention to work on their behavior in their early stage is crucial. If a family, a society or a village fails to take this action in consideration of a well-known saying from Ethiopia, this bean cannot be eaten tomorrow because it became hard to eat. That shows how early intervention is needed before it is too late.

The intention why the researcher needs to engage in this study is that the current situation of children and youths in Ethiopia is empirical evidence that a considerable number of youngsters have been exposed to different levels and types of social crimes and misbehaviors against the existing cultural values, norms and accepted traditions of the society (Beyene, 2016).

It has been a great heart cry to know what causes such behavior. How and where these brutal activities emanate from? How the moral setup of these young citizens are degraded to the lowest animal brain? The questions revolving around initiate the researcher to know what really causes such immoral acts, what was the reason behind all those acts? As Sigmund Freud outlined the late adulthood personality is shaped by our childhood treatment. The input such as good treatment, love, care, sensitivity and we give resulted from the same output. and by the same token the bad treatment, hatred, negligence, malicious acts resulted for what we are seeing currently in our country.

## **1.2 Background**

In normal sense, the concept of discipline has many contextual definitions. When does a child starts misbehaving/ act indisciplined? Parents are the first teachers who teach proper conduct and discipline for their children. (Kahn in Jale and Ismail, 1994). Next to parents schools take the key role (Kilicci, 2000). The concerns of disciplinary problems are minimized if parents and the school communities work together. If not the problem of indiscipline might be seen frequently (Jale and Ismail, 2012). In the school environment, family, teachers, students, administrators, educational programs are entitled for ensuring discipline but there is no guaranteed way to ensure an appropriate discipline in the school environment. (Cetin, 1989)

Literatures show that, "Over the last decade, the standards of discipline are fast deteriorating in the school environment. School is just not what it used to be anymore as very few schools are able to maintain the same standards of behavior" (Jale and Ismail, 2012, p. 2).

The causes of indiscipline in a school can be divided into two groups, causes within school and causes outside school. Family model affects the child's psycho-social development. The source of some unwanted behavior is family. The school's most troubled students come from troubled families. (Kucukahmet in Jale and Ismail, 2012).

In our country, Ethiopia, the issue of school discipline was not as such an issue/ Problem some years back. But these days everyone is agreed that the issue of discipline is becoming a hot issue for every citizen. Though the reasons are many, the previously stated stakeholders take the lead for the positive as well as negative consequences.

In fact researches are made on the issue of discipline that based on both primary and secondary schools. Internationally there is a sufficient source that done on the same issues but few is done on Ethiopian school discipline especially, on primary education. The main concern of this paper is on the management style schools used to manage disciplinary problems in primary education level.

### **1.3. Theoretical Foundation/ Motivational background**

Sometimes it is hard to know what is the right way to discipline a child. Basically parents are given the responsibility to raise their child. That responsibility does not belong to your child's school not even other body. It is mainly parents responsibility.

#### **Skinnerian Model**

Many primary grade teachers use behavior modification theories mainly skinner's theory of behavioral modification as their only discipline system. This model works by rewarding students who behave properly and punishing them by withholding rewards. The main point is that this might help students to teach desirable behavior, and it is less successful in teaching them what *not* to do. The gap of this model is teachers sometimes overlook important elements in students' history and home environment. If teachers do not have an awareness of the relationship between student's background and his/her present behavior, then misunderstanding will be seen between teachers and students (Van Wyk, 2000). In order to help students with disciplinary problems the best fit theory is constructivist. It focuses on the mental processes within the child and view indiscipline in the class room as a means through which the child expresses his/her wants.

#### **William Glasser's theories of educational transformation**

In applying Glasser's three-pronged educational transformation theory the teacher must always keep in mind that the main thrust of this theory is to encourage students' to empower themselves and to take full responsibility for their behavior at school. The teacher must then proceed to remove the barriers to teaching choice theory; crises must be managed on an ongoing basis and specific ways must be devised for creating a suitable context for quality teaching and learning (Palmatier, 1998, P. 48).

When students misbehave, it is important to sit down with the student and counsel. By having close student-teacher relationships, we will be able to get to the cause of the behavior and help the student come up with alternatives to prevent the unwanted behavior from occurring in the future. (Ritu, 2015). Discipline should, at all times, be firm, consistent and positive (Okumbe, 2007).

The above two theories were triggering points for the researcher to be concerned about the management style of teachers or school administrator that lead, as the researcher perception, to current widely seen disciplinary problems of students at primary level education. Therefore, the study will attempt to explain the above theoretical models and backgrounds to articulate the statement of the problem in depth.

#### **1.4. Statement of the Problem**

Based on the current context of Ethiopia, it is highly important to conduct discourses within concerned stakeholders about our approach and practice of nurturing children and the management of both the desired and undesired behavior. Shaping a child/ student behavior should be a collective responsibility of all citizens due to the reason that children are the foundation to build the next generation. How can we keep silent for wrong deeds of children/ students as if our life will not be affected by the failure of others?

As stated in the introduction section of this study, early intervention needs to be provided to manage disciplinary problems to ensure the betterment of all in the future. Researches show that learner misconduct is more common and easily visible among secondary school students than in primary schools (Montgomery, 1998, P. 131). I disagree with this statement due to the reason that the beginning of misconduct of learners' traces back to elementary school, and it will be aggravated

at secondary school level. This argument is verified by the renown saying of our people, the unsown will not grow. The researcher believes the way how disciplinary problems are managed matters and determines the impact of such ill-behavior on the overall personality development of individuals. In view of this, the study is intended to assess the disciplinary problems of students who have been attending their education in targeted schools at primary education level. Based on the argument of the author of the research and the other assessments conducted by different professionals, the behavior of children/students should be shaped in formal or informal ways at their earliest ages. Hence this piece of study would contribute for the research gap by showing how should parents, teachers and other responsible peoples approach students in disciplining their unnecessary behaviors.

### **1.5. Research Questions**

- 1) How disciplinary problems have been understood by teachers and school management staff?
- 2) What are the causes of disciplinary problems commonly observed in school setting?
- 3) What are the consequences of disciplinary problems that affected the study school communities?
- 4) Is there a strategy being applied to manage disciplinary problems of students that affected the study school communities?
- 5) What should be done to manage the disciplinary problem of students, and who should be responsible to find out the solution and why?

### **1.6. Research objective**

#### **1.6.1 General objective**

The overall objective of the study is to assess how disciplinary problems are being managed in selected government and private primary schools situated in Arada sub-city, Woreda Sebat in Addis Ababa City Administration.

#### **1.6.2 Specific objective**

1. To identify which act/ behavior of students are considered as disciplinary problems by teachers and school management staffs
2. To determine the causes of commonly observed disciplinary problems in school setting

3. To find out the consequences of disciplinary problems on the school communities
4. To identify strategies applied by the school communities in managing disciplinary problems
5. To analyze the role of responsible bodies in managing disciplinary problems

### **1.7. Operational Definitions of the Key Terms**

**Discipline** is defined in the classroom as managing student behavior (Bear, 2005).

**Disciplinary Problems in academic classrooms:** - It is the behavior that put off students from learning, divert their attention, kills their inspirations, and lessens their desire to learn (Adam and James, 2015).

**Classroom Discipline:** It is a situation that must be completed for improved implementation of the educational process and it necessitates the knowledge and skills obtained from training, experience and practice (Erin, 2012).

**Elementary/Primary School Students:** For this research purpose, Elementary school students means students from age 6 to 14 and enrolled in elementary/primary school

**Management of disciplinary problems:** - “practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur” (Wong & Wong, 1998, p.10).

### **1.8. Significance of the Study**

It is believed that the conduct of this study will contribute for the school-based endeavor undertaken to manage disciplinary problems of students through generating valid and reliable information in the context of Arada Sub-City through developing governing regulations and taking corrective measures. Furthermore, the study helps both government and private primary school principals, administrators and teachers use scientific ways of managing students’ disciplinary problems based on the facts revealed by the study.

### **1.9. Scope of the Study**

The scope of this study is confined to the selected government and privately owned primary schools situated in Woreda Sebat of Arada Sub City, in Addis Ababa City Administration.

The title also implies that the central theme of the study revolves only around assessing how disciplinary problems of students who have been attending their education in the targeted schools are being managed.

In another aspect of the importance of the study, this research will be an extension of knowledge in the field of education who wants to conduct further studies on the issue under discussion.

#### **1.10. Limitation of the Study**

- ✓ Limited research is found in the same topic on primary school level in our country context
- ✓ Time constraint/ busyness of teachers and staff members to conduct the FGD session

## **CHAPTER TWO: TWO: LITERATURE REVIEW**

### **2.1. Conceptual Definition of Discipline**

According to Koutselini (2002, p. 354) student indiscipline is defined as “any student behavior that deviates from school expectations”. Similarly Magwa and Ngara in Jiří (2008), define indiscipline as disrespect for school authority, obedience of rules and regulations, and maintenance of established standards of behavior. Therefore, in practice, the term discipline means "the required action by a teacher or school official toward a student (or group of students) after his or her (or their) behavior disrupts the ongoing educational activity or breaks a pre-established rule or law created by the teacher, the school administration, or general society" (Wolfgang et al., 1999, p. 3).

### **2.2. Purpose of School Discipline**

Students' discipline is an essential habit needed from students for self-control. (Selfert and Vornberg, 2016 and Mwangi (2006) in Beyene). The main goal of school discipline is to ensure safety of staff and students and to create a conducive environment for learning. Serious student misconduct involving violent or criminal behavior defeats these goals (Moles, 2002). As Vernon in Beyene (2016) outlined well-managed schools and classrooms are found to contribute to educational quality and the role of student's discipline in quality education has been increasingly recognized. Similarly (Okumbe, 2007) stated that Educators must exercise their authority to the best interest of the learner with emphasis on the development of self-discipline, independence and maturity.

Customarily, as Bear (2010, p. 1) noted with respect to school discipline, American educators have had two distinctive aims, one is to help, create and maintain a safe, order, and positive learning environment, which often requires the use of discipline to correct misbehavior and the other is to teach or develop self-discipline.

Both aims are important and can always be included in the improvement and assessment of school discipline practices. Where the first is commonly viewed as an immediate aim to prevent misbehavior and, the second is viewed as long term effects to develop autonomy and responsible self-discipline.

### **2.3. Types of disciplinary problems in school setting**

Behavior is viewed as desirable or avoidable within the frame of the school rules, in contrast with and in accordance to conventional norms (Koutseliani, in Beyene (2016). At every stage of education, students' disciplinary problems are unavoidable and wide in range (Beyene, 2016). Charles (2008) portray some types of misbehavior's like inattention, apathy, needless talk, moving about the room, annoying others, disruption, lying, cheating, stealing, sexual harassment, aggression and fighting, malicious mischief and defiance of authority are likely to occur in the class room some frequently, some rarely. On the other hand, (Ayalew in Beyene, 2016) reported some types of disciplinary problems i.e. late coming, truancy or absence, lack of interest in education, poor classroom participation, not doing homework, cheating in examination, telling lies, insulting/attacking teachers, jumping over the fence, property damage or vandalism, fraud, fighting among students, bad habits e.g. smoking, getting drunk, profanity and theft. Moreover, according to the finding of Beyene (2016), the most common problems in the schools under study are, disrupting class, not doing homework, or class work, inattention, not bringing book to class, late coming to school, rudeness to teachers, cheating, stealing, lack of punctuality, fighting or quarreling, smoking, using of illegal drugs.

### **2.4. Causes of disciplinary problems**

According to Ireri (1992), the factors that cause indiscipline in schools could be social, economic, political, psychological, intellectual level of learner's, the teachers' behavior, peer influence and the administrative structure of school managers.

The core causes of many problems of indiscipline are seldom found in the schools. They are actually symptoms of problems which are beyond the capacity and the ability of schools to handle, they arise as a result of broken homes, being exposed to peer pressure outside the school, media (Tripathi, 2003, Chrispinus, 2019)) and so on. Different kinds of media in the course of their advertisements, excessive exposure of sexual activities and violent images in movies, and even hair cut styles have all predisposed students negatively (Hamilton in Chrispinus, 2019).

Similarly, Vernon in Beyene (2016) confirms that although some discipline problems may be caused by outside factors such as a disrupting home environment or negative influence outside of the school, possibly the majority of discipline problems originated from the complexity within the school environment. Conversely, Alemayehu in Beyene (2016) lists different causes of students'

disciplinary problems related to parental problems. These are lack of offering love to children low income, large family size, little value to education, frequent conflicts, and divorce.

## **2.5. Consequences of disciplinary problems**

Indiscipline in the family and society are emergent problems and its outcome is revealed in the school (Beyene, 2016). Family is the developmental as well as the destroying free place for children. If family is well nourished and bind with love and care then the child becomes the exact same output of that family in all aspects of life.

As Beyene (2016) exposed disciplinary problems make the teaching learning activity problematic to both teachers and students. At this point, the morale of teachers on the fulfillment of their responsibility would become endangered. If left unchecked, can worsen further and get out of control p. (6). And similarly, as of the statement of Rigby cited in Beyene (2016), upsetting students can sometimes make teachers react emotionally to the level of using punishment.

Additionally, according to Zelalem (2012), familial problem specific to divorce has psychological as well as social impacts on children. These social problems include school failure, poor relationship with peers and teachers, drug abuse, involving in deviant behaviors and lack of social skills and competence (p. 26). And the psychological effects include some engage in risk taking behaviors such as drug and alcohol use, sex, theft and violence (p. 31). Knox in Zelalem (2012) added low school performance, loss of self-esteem, drop in school grades and increase in drug use are effects as a result of familial problems. Moreover, inappropriate handling practices or mismanaged student misconduct result s in juvenile delinquency. (Michael Shader cited in Beyene, 2016).

## **2.6. Management of disciplinary problems**

Discipline strategies employed must enable teaching and learning to proceed effectively (Burden, 2005). Management of disciplinary problems starts from students, teachers and administrators' agreement upon school and classroom rules and policies. These rules and policies should be clear and understandable. The orders, constructive disciplines and strengthening of positive behaviors corresponds the strictness to students (Craig, Helen, Kraft & du Plessis, 1998). Disciplinary problems in the primary school education need the involvement and support of professionally trained social workers, counselors and even the police. (Vernon in Beyene (2016). The techniques are the specific measures that teachers use either to avoid the possible classroom misbehavior

before they arise or curatives that are in use just on the spot or after the occasion has happened to correct the misbehavior (Melaku in Beyene, 2016). The preventive techniques include disciplining provision of freedom, sharing responsibility, incentives, etc. the curative measure what stated on the theoretical foundation, that strengthened the theory called William Glasser's theories of educational transformation that include ignoring, eye contact, proximity, separation, restriction, teacher's analysis and open dialogue (Veronen in Beyene, 2016).

According to Veronen in Beyene (2016), punitive responses refer to the use of verbal Warning and put-downs, a loud voice irony, writing of a student's name on the board, exclusion of a privilege, giving of additional work or writing sentences, time out or other isolation, or physical punishment. As stated in the theoretical foundation this kind of measures is derived from the theory of skinner.

Therefore engagement strategies should be devised , Essentially schools may need more appropriate strategies for improving discipline in schools by getting all staff, parents, and the community involved (Blandford, 2005).For instance, scheduled parent and teacher meetings, parent administration meetings, what we call PTA, clear communication channels between parents and school through communication book need to be established among others.

### **Ethics education as a strategy of management of disciplinary problem**

The government of Ethiopia was accused by many scholars of indigenous based knowledge supporters like Fantahun Waqea and a kind of his colleagues for the abolishing of ethical education from the curriculum. In 2021's election of campaign (June 2021) the leading party of the country, prosperity, promised for the people of Ethiopia that they will incorporate ethical education in the curriculum and have a plan to start by the coming year. As Cam (2016), ethical education is not about the religious instruction or behavioral management plans rather it is a way of conduct and character. And every child should learn for better living with human beings.

## **CAPTER THREE: METHODOLOGY**

### **3.1. Research Design**

Qualitative research was used as an approach to conduct this study, believing that it tends to emphasize the dynamic, holistic and individual aspects of the human experience, and it attempts to capture those aspects in their entirety, within the context of those who are experiencing them (Silverman, 2000, p. 3). This research approach is selected because the purpose of qualitative research is not prediction and control but rather description and understanding (Streubert Speziale and Carpenter, 1995). Hence, the researcher intended to know how teachers in particular and the school community mainly the school principals, in general, manage the disciplinary problems of students in selected government and private schools. Therefore case study research design is employed to generate an in-depth information and reliable data from the research participants. The cases of the research are government and private primary school teachers, parents, and school principals or supervisors. The researcher uses these key informants to generate rich information about the management of disciplinary problems in their respective school.

### **3.2. Description of the Research Site**

The research was conducted in two selected government primary schools (Kebena Ethiopia and Behere Ethiopia kindergarten and primary schools, Both schools were established in 1961 E.C, in the reign of Dergue and they celebrated their 50 years in the Ethiopian Millennium). The reason why these government schools are selected is due to their seniority and the fact that these schools are the only primary government schools situated in the Woreda where the study was conducted.

The other two private primary schools selected were, Abune Gorgorios and Kidane Mehret School situated in Arada Sub city. Kidane Mehret (Established in 1950 by Catholic Church to provide primary education for the followers and later on promoted to secondary school.) is also a senior school and governed by Missionaries that can be helpful in comparison of disciplinary problems of students with other schools. In addition, Abune Gorgorios School is selected because of its connection with religious institution that entails the reality that religion is a source of moral value and the school was selected due to its wide student population compared with other sample study schools.

### 3.3 The Study Participants

#### 3.3.1 General Population

There are 10 Woredas in Arada sub city. In these Woredas, there are 49 schools with 23 of them are government schools and the remaining 26 are privately owned. The sub city have a total of 4221 (M: 2053 & F: 2168) students and teachers. Out of this general population of the study, 3,040 are found in privately owned schools and 1,181 are found in government schools. The existence of religious based private school, the proximity of the schools for one another and a sort of common environment they share in Woreda Sebat is the reason for the selection of the Woreda as a study site. There are 8 government and privately owned Primary schools in the selected site. Out of these schools, 4 primary schools are owned and run by the private sector and 2 of them are government schools and the rest are international schools. Among these schools, two government and the other two privately owned schools were selected for the purpose of the study due to the reason stated under 3.2. Above

**Table 1 Profile of teachers of the study schools**

As per the data gathered from study schools, in 2021 academic year a total of 201 teachers M: 106, F: 95) have been deployed in the teaching- learning process of the school as the detail information of each school is described hereunder.

Name of the Schools	Ownership Status	No. of Teachers	Sex		Academic status				Years of Experience			
			M	F	C	Di	De	MA	0-10	11-20	21-30	Above 31
Behere Ethiopia (KG-8)	Government	56	19	37	7	33	16	0	11	39	4	2
Kebena Ethiopia	Government	41	18	23	0	20	21	0	29	10	0	2
Kidane Mehret	Private	13	8	5	0	9	4	0	4	2	1	4
Abune Gorgorios School	Private	91	61	30	0	18	72	1	69	19	2	1

\* C= Certificate; Di= Diploma; De= Degree (First); MA= Master's Degree

**Table 2 Profile of Management Staff of the Study Schools**

Name of the Schools	No. of Admin. Staff	Sex		Academic status				Years of Experience			
		M	F	C	Di	De	MA	0-10	11-20	21-30	Above 30
Behere Ethiopia (KG-8)	44	14	30	9	5	8	3	12	27	3	2
Kebena Ethiopia	35	9	26	2	3	7	0	25	7	0	3
Kidane Mehret	10	3	7	0	6	4	0	6	3	0	1
Abune Gorgorios	46	18	28	12	10	22	2	26	9	6	5

**3.3.2 Sampling Size**

Purposive sampling was used in the study because it actively seeks to enrich the data by including participants who have a particular type of experience (Carol & Susan, 2008). Seniority was used as a justification for the selection of the research participants, in believing that they know better about indiscipline issues and ways of managing it.

The total number of key informants of the study was 20. These are the school’s principals, unit leaders (supervisors) upon their availability, and teachers. Two male and two female teachers, and one school principal from each school were selected for an interview. That means each school had five interviewees. On the other hand, there were four FGD sessions, one for each school. Teachers, PTA members mainly parents and school directors were the FGD discussants, the reason for this is to get diversified information from different perspective.

(N:B Demographic Characteristics of FGD discussants is presented under 4.1.2)

**3.4. Data Collection Tools**

Qualitative techniques allow for a rich and deep understanding of an event. The researcher used the most commonly used method for gathering qualitative data that is interview and focus group discussion. The conduct of interview and focus group discussion used to explore the views, experiences, beliefs and/or motivations of individuals on specific matters (Morgan, 1998). A semi-structured interview guide was used to explore more on the issue and to pursue an idea or response in more detail. (Britten, 1999). The interview sessions were recorded and notes were taken after taking the consent of the key informants. Additionally, the school code of conduct or other

disciplinary measures documents were reviewed. The need for reviewing relevant document is to evaluate whether the school follows standards on the document to take corrective measures.

### **3.5. Procedures of Data Collection**

The following procedures of data collection were used in the assessment of the management of disciplinary problems in the selected primary government and private schools of the study site.

Receiving a support letter from AAU Special Needs Department was the first step of the research. Then getting the consent and support of the Woreda Sebat education office was the next, and the last step was contacting the school principal and organize the schedule for interviewing teachers as well as the FGD and data review.

The semi structured interview was designed for school principals (supervisors) and teachers and conducted by securing their consent on fixed time line. After the interview section, other key informants were selected and conducted the FGD upon the convenient time and place of both the researcher and the FGD discussants. The document review session was also held whenever the researcher visits the given school under research and finally, the collected data were arranged for the purpose of data analysis & writing the report. Using tape recorder after ensuring the consent of the key informants and assure them about the confidentiality of the information they give was given a due attention. In all the processes, the researcher was building a close rapport that was helpful for a reliable data.

### **3.6. Data Analysis and Interpretation**

Data analysis is the process of systematically searching and arranging the interview transcripts, observation notes or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon (Bogdan, 1982). The use of this qualitative data analysis program will give the researcher quick and easy access to the material (Robson, 2002). The recorded information was transcribed verbatim. Then coding, categorizing, identifying themes. Finally, the way in which the data were analyzed made explicit and the procedures justified. Complete transparency here allows other researchers to critically appraise how the findings emerged and to evaluate the conclusions reached. The researcher used the stated methods for data triangulation in order to increase the credibility and validity of the research findings.

### **3.7. Ethical Issues and Considerations**

The issue of informed consent can be addressed by giving to key informants' verbal and written information about the aims and development of the research. Key informants should have an opportunity to ask for clarification and to raise any issues of concern with the research prior to assure their verbal consent. To maintain confidentiality, key informants' descriptions of their experiences should not be stored with any identifying labels; codes should be used to replace names and addresses to ensure that no one will be able to identify the key informants from any report. Maintaining the confidentiality of research subjects and research data is essential to the research process. (Stiles & Petrila, 2011). After the completion of the research, key informants' descriptions of their experiences should not be stored and the voice recorded will also be deleted after fulfilling the needed purpose. (Kaiser, 2010).

## CHAPTER FOUR: FINDINGS AND DISCUSSIONS

### 4.1. Findings

As stated earlier, the purpose of this study is to assess the management of disciplinary problems of students of private and government schools, in order to identify key disciplinary problems of students who have been attending their education in the targeted schools and use the finding as a source document to prescribe the right solution with a view to contributing to national and local endeavors intended to build the personality of the youngsters of the new generation.

In addition, this part of the study document is crafted to give appropriate answer for key research questions and the findings under each research question have been presented in 5 thematic areas. The profile of the participants of the study also has been incorporated hereunder.

#### 4.1.1. The profile of the participants of the study

##### 4.1.1.1. Demographic Characteristics of Interviewees

No	Name of the School	Position	Sex	Age	Academic Qualification	Years of Experience
1	Kebena Ethiopia	Teacher	M	53	Degree	36
2	Kebena Ethiopia	Teacher	F	48	Degree	18
3	Kebena Ethiopia	Teacher	M	30	Degree	14
4	Kebena Ethiopia	Teacher	F	30	Degree	9
5	Kebena Ethiopia	Vice Principal	F	28	Degree	10
6	Behere Ethiopia	Teacher	M	33	Diploma	6
7	Behere Ethiopia	Teacher	F	32	Degree	10
8	Behere Ethiopia	Teacher	M	30	Diploma	2
9	Behere Ethiopia	Teacher	F	26	Degree	5
10	Behere Ethiopia	Vice Principal	F	30	Degree	10
11	Kidane Mehret	Teacher	M	70	12+3	50
12	Kidane Mehret	Teacher	F	55	Diploma	20
13	Kidane Mehret	Teacher	M	25	Degree	3
14	Kidane Mehret	Teacher	F	25	Degree	2
15	Kidane Mehret	Vice Principal (Act in)	F	38	Masters	5
16	Abune Gorgorios	Teacher	M	32	Degree	10
17	Abune Gorgorios	Teacher	F	40	Certificate	15
18	Abune Gorgorios	Teacher	M	30	Degree	10
19	Abune Gorgorios	Teacher	F	39	Degree	13
20	Abune Gorgorios	Vice Principal	M	30	Degree	13

#### 4.1.1.2. Demographic Characteristics of FGD Discussants

No.	Name of the School	Position	Sex	Marital status	Academic Qualification	Occupation	Years of Experience
1	Kebena Ethiopia	Teacher	F	Single	Diploma		7
		Teacher	M	Single	Degree		9
		Teacher	F	Single	Degree		6
		Teacher	M	Single	Diploma		2
		Principal	M	Married	Degree		10
		Parent	F	Married	10+2	School Cook	2years (Experience in PSTU)
		Staff member	F	Married	Certificate		22
2	Behere Ethiopia	Teacher	M	Single	Degree		6
		Teacher	F	Married	Degree		6
		Teacher	M	Married	Diploma		8
		Psychologist	F	Married	Degree		4
		Vice Principal	F	Single	Degree		10
		Parent	F	Married	10+2	School cook	2years (Experience in PSTU)
		Staff member	F	Married	Certificate		3
3	Kidane Mehret	Teacher	M	Married	Degree		16
		Teacher	F	Married	Degree		5
		Principal	M	Married	Degree		13
		Staff member	F	Married	Degree		20
		Parent	F	Married	Degree	Artist	2 years in PSTU
4	Abune Gorgorios	Teacher	M	Married	Degree		10
		Teacher	F	Single	Degree		4
		Teacher	F	Single	Degree		3
		Teacher	M	Married	Degree		2
		Vice Principal	M	Married	Degree		10
		Parent	F	Married	Degree	Finance Officer	1 year in PSTU

#### 4.1.2. Key disciplinary problems identified by the participants of the study

Under this thematic area of the study, all participants of the study were asked how they understand disciplinary problems.

Accordingly, most of the research participants recruited from the government schools reported that restlessness, failure to attend teacher's instruction and disturbing the classmates were among key problems of student's disciplinary problems.

Likewise, some mentioned failure to do both class and home works was serious as one of disciplinary problems of students.

In addition, the rest few also confirmed that disrespectfulness to teachers and support staff continued to be a big disciplinary problem of students in the study schools.

To give a meaning, one FGD discussant from Behere Ethiopia outlined the following:

*"One big problem observed on students is disrespecting teachers. They only give you a respect as long as you are their teacher. If not, they don't give a respect even for this gown".* At this point all the FGD discussants nodded their head as if the stated truth is what they face every day as a teacher.

Another interview participant from Kidane Mehret also asserted the same issue differently: *"Improper disagreement or disgracing teachers is highly forbidden in our school, first that is improper second it violates the character-building mission of the school, if that child has a concern unresolved with the teacher, he can bring it to office"*

Additionally, a teacher from Kebena Ethiopia school declared the same:

*"Let alone grade 8 students, grade one students fear and respect me if I am their teacher. If not, they do not even care for other teachers".*

The other mentioned type of disciplinary problem from Behere Ethiopia FGD participant took the weight:

*"The other most serious thing is absolute consecutive lie. Please think once, if a student says my mom gave birth as a reason for her absentee and ask you a permission to leave for baptism by calculating it, now, it becomes a serious problem"*

Moreover, in relation to the current situation of the world, Covid-19, only the privately owned school interviewee mentioned that taking off mask is becoming considered as a disciplinary problem. One interviewee from Abune Gorgorios pointed out the following:

*"...as you know...even...taking off mask is also taken as a disciplinary problem, I know they hate it but...for example, in my class, proper wearing of mask has additional mark..."*

Whereas only 3 FGD discussants of the government school mention violently missing class or escape the fence as disciplinary problem.

In addition, all participants of the study were asked whether they had the opportunity to take part training on the issue of disciplinary problems.

Accordingly, Among the twenty interview participants of the study, a total of 9 from government and 5 from private schools revealed that they had no the opportunity to take part a training on the issue of disciplinary problems of students except the timely and serious discussion on the issues of students with staff members and the common pedagogical course that help them to get along with students' behaviors. Likewise, 1 interviewee from governmental school (by the Ethiopian Anti- corruption commission) and 5 from one of the private study school had the opportunity to take part training.

NB: The numbers are only show the frequency of the disciplinary problems mentioned by the research participants not their occurrence in the stated school.

The kinds of disciplinary problems commonly observed and identified by interviewees and FGD discussants of the study Government school have been summarized and presented by the Strengths and Difficulties Questionnaire (SDQ) screening tool. As (Goodman, 2007) shows SDQ is mostly used for measuring psychological adjustment in children and aims to detect any emotional or behavioral problems. (p. 581-586).

No.	SDQ	Observed disciplinary problems in government schools
1	Conduct problems	Disobedience to do class and home work
		Disrespect teachers and staffs/ disgrace

		Late coming
		Stealing
		Absenteeism
		Breaching hair and dressing code/ not wearing uniform
		Violating the laws and regulation of the school
		Lying
		Negligence for their property (leaving them in school)
		Misuse or damage school property
2	Hyperactivity/ inattention	Restlessness or fail to attend properly, disturbing
		Side talk
3	Peer relationship problems	Fighting
		Insult
		Substance abuse
		Violently Missing class or escape the fence

Table 3 (B)

The following disciplinary problems were also identified by interviewees and FGD discussants of privately owned study schools.

No.	SDQ	Observed disciplinary problems in private schools
1	Conduct problems	Disobedience to do class and home work
		Disrespect teachers and staffs/ disgrace
		Late coming
		Breaching hair and dressing code/ not wearing uniform
		Violating the laws and regulation of the school
		Lying
		Engage in sexual relationship with anyone in the school
		Negligence for their property (leaving them in school)
		Cheating
		Taking off Face mask
		Bringing any Electronics material
		Misuse or damage school property
		2
Fail to bring exercise book		
Side talk		
3	Peer relationship problems	Fighting
		Insult
		Violently Missing class

#### 4.1.3. Causes of disciplinary problems commonly observed in primary school setting

All participants of the study were asked to share their opinion regarding the prevailing causes of disciplinary problems commonly observed in primary schools. In their response, a vast majority of respondents of the study schools (sixteen out of twenty) interview participants and sixteen out of twenty-five focus group discussants mentioned family problem as critical cause of disciplinary problem of students. As described by the participants of the study, family problem in the context of the issue under discussion refers to the family affected by lack of love, peace and harmonious interaction and mutual respect, and the adverse effect of being born in a household with poor economic status and single parent due to divorce.

As described by the participants of the study, a family problem can be referred to children who are living with their grandparents and children grown in orphanages. In their response, students who lack parental love highly suffer psychologically and show that psychological gap by disturbing and doing improper act or being silent and dormant in classrooms.

Likewise, 8 out of 20 interview participants and 6 out of 25 FGD discussants declared environmental influence in living area and around a school setting as a second critical cause of disciplinary problem of students. In addition, the rest 8 interviewees and 6 FGD discussants pointed out peer pressure and media as a third causes of disciplinary problem of students. Moreover, 1 interviewee from Behere Ethiopia and 2 FGD discussants from Abune Gorgorios reported that low school control as a cause of disciplinary problem.

In Addition, Kidane Meheret School interviewees regard hate for a single subject or low attention for a subject as a cause of disciplinary problem in class. By the same token 3 interviewees and 3 discussants of Abune Gorgorios School regard this as immaturity.

Exceptionally, 1 Kebena Ethiopia interviewee mentioned hate for education or Burden of many school home works can contribute for disciplinary problems. Again, 1 interviewee participant from Kidane Meheret School differently stated siblings who learn in different school also create a school law brake for the fact that something prohibited here might be legal or get low attention in the other sibling's school.

Moreover, two discussants from government and private schools also revealed age (age of puberty) as a cause of disciplinary problem.

Likewise, Nature/ innate behavior of the student, unfulfilled wish of the child at home or school, parents' low perception towards teacher and disregard teachers in front of the student, less attention by government towards children, and weak class room management by home room teachers are among the reported causes of disciplinary problems by the discussants of government schools.

Additionally, all interview participants of the study were asked their first measure when they have encountered a disciplinary problem/s.

Accordingly, 4 interviewees from government school use warning as their first measure for a disciplinary breach, 4 of them use reprimanding, 1 talking and 1 advising.

Likewise, 4 interviewees from privately owned church-based school use advising, 2 of them use warning, 1 reprimanding by telling him/ her how his/ her deed affects himself, and 2 of them use talking to the student and listening to their problem. Exceptionally 1 use calming himself as a first step when he sees improper act. As of his statement, he does this not to harm the students verbally or by any facial expression.

Moreover interview participants were also asked whether they saw a variation of sex among their students in relation to disciplinary problem.

In their response, 15 interviewees of the study schools, 9 from government and 6 from private, confirmed that boys are more prone to disciplinary problems. Whereas 2 of the interviewees from Kidane Meheret and Abune Gorgorios cannot confirm and say "they have a slight difference" and 1 interview participant from Kebena put them equal.

#### **4.1.4. Consequences of disciplinary problems of students**

The effects of disciplinary problems of students are wide in ranges as confirmed by participants of the study. It ranges from, as described by the participants of the study schools, 2 interviewees mentioned, low grade in class performance and a total of 3 interviewees and 1 FGD discussant mentioned dismissal as a consequence of disciplinary problem.

Under this thematic area of the study, all participants of the study were asked the consequences of disciplinary problems that affected their school community.

Accordingly, two interviewees reported that, the consequence of disciplinary problems can be seen when it starts disturbing the teaching and learning process of the class. Another 1 interviewee and 1 FGD reported regret and burden for a family as a consequence,

Likewise, 1 interviewee and 2 FGD discussants declared developing bad habits like gambling theft and substance abuse, additionally, being dropout and dismissal from school also mentioned by 3 interviewees and 1 FGD discussant, again carelessness for public property also stated by 1 FGD discussant.

Moreover a total of 1 interviewee and 1 FGD discussant mentioned physiological tension and low self-esteem as a consequence of disciplinary problem.

Additionally, consequence of disciplinary problems were confirmed by 2 interviewees from Behere Ethiopia in the form of low school performance, 1 FGD discussant reported fighting with and disrespecting teachers, mocking on teachers specially on female teachers as a consequence of disciplinary problems.

Likewise 1 FGD discussant reported missing class, 2 FGD discussants mentioned low grade/ performance, and a total of 1 interviewee and 1 FGD discussant reported disturbing the teaching

learning process up to being irrelevant for oneself, family and for a country as the effect of disciplinary problem.

Differently, 1 interviewee from Kidane Meheret disclosed, quarreling with God and human beings and a tendency of developing bad behavior, as a consequence of disciplinary problem. 1 FGD discussant strengthened the above statement by saying the following

*"One can be 'successful' in any way (by using her hands to show the word is in quotation) but without ethics he cannot go far, he becomes a disaster for everyone in the country".*

All participants of the study were asked whether they do have a code of conduct that clearly stipulates disciplinary measures. All the research interview participants and FGD discussants confirmed the existence of law/ code of conduct they are using for students' disciplinary problems in their respective school. Unlike the government schools vice principals who only confirmed the existence of the code of conduct without showing, the two privately owned schools show and permit the researcher to look and review some points from it.

#### **4.1.5. Strategies applied for managing student's disciplinary problems in the study schools**

Under this thematic area of the study all participants of the study were asked whether the school has a strategy being applied to manage disciplinary problems of students that affected the study school environment. In their response, all the interviewees and FGD discussants recruited from the study government schools unanimously described the same strategies used to manage disciplinary problems of students. In contrary, the rest two private school management strategies have some sort of difference. All the management strategies of the two-government school and the privately owned school separately presented hereunder. The degree of success of disciplining students will largely depend on the school management's and their application of different approaches, and how consistently they will see behaviors through. It is also becoming the primary concern of parents, teachers, instructional leaders and other concerned bodies in the education system (Bahru, 2014). Schools at all levels of education are 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 is considered as futile exercise.

**Orientation:** This is the first step for all study 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. The methods and practices must conform to the psychological principle of reinforcement (Mbiti, 2007).

**Using Student Conduct Form (SCF):** Teachers should develop a variety of creative options for dealing with even the most extreme behavior (Skiba, Rausch and Ritter, 2004). In the finding both the privately owned schools use SCF that is designed by the school to track the conduct of the students. Whereas governmental based school teachers reveled that they use their own techniques to assess the conduct of the students, they mostly use their exercise books.

**Communication book and students discipline record format:** This kind of plat form designed by schools to closely communicate about a student everyday discipline and performance with parents. It is the most important in today's world that parents have less time to come to school in order to know about their child over all school activity.

**Parents Teachers Association (PTA):** Abdulkareem and Oduwaiye (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. Abdullah, (1996) affirms that parents are the first teachers of students and they must play a major role in ensuring that their children's schools are properly managed.

Mabeba and Prinsloo (2000) argue that parents through Parents Teachers Association (PTA) have a very important role to play in supporting teachers to maintain discipline 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 co-

partners benefits the student by giving them a perception of parents who are modeling the importance of education to the family (Moore, 2001)

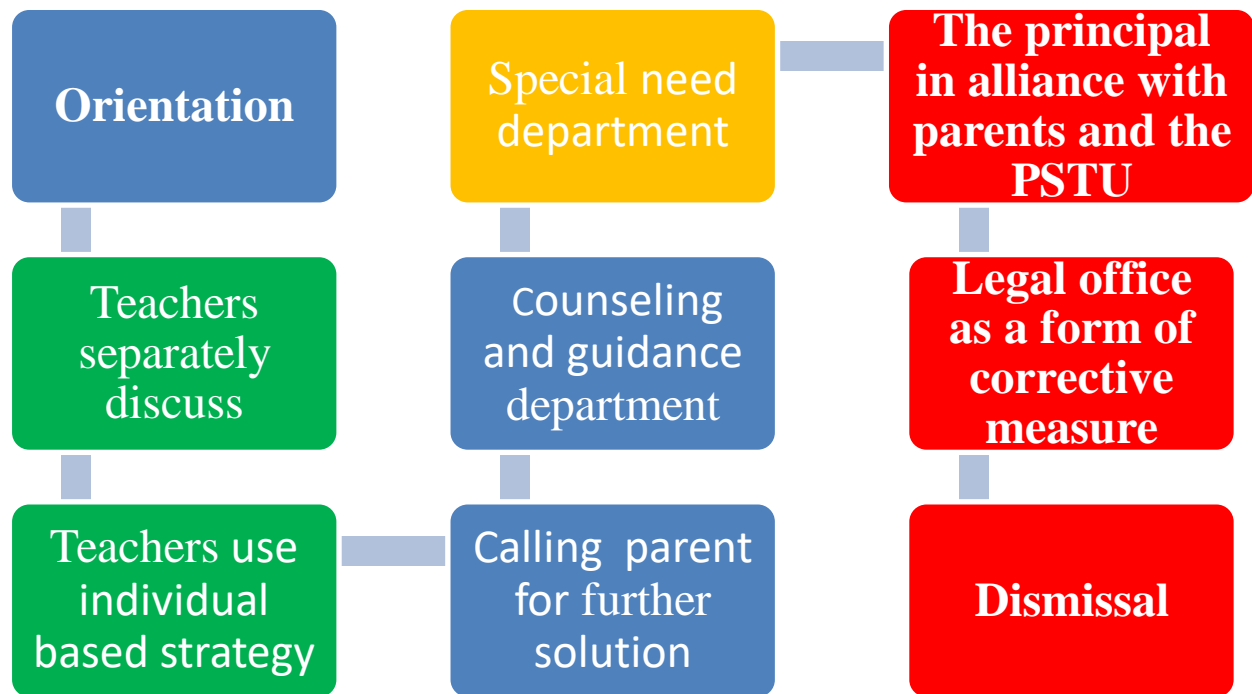
### **Counseling and guidance services:-**

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 all the first measures taken by the teachers will be 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 will be disciplined and safe. In this way, teachers can control, prepare and provide students with important skills for successful adulthood (Sugai, Sprague, Horner and Walker, 2000). Many schools in America have implemented school-wide behavior management systems (Watson, 1995). The administrator gives specific directions for the whole school and then provides positive reinforcement together with teachers for appropriate behavior and disciplinary (Canter, 1984). Additionally, administrators should mentor teachers, and coach those with negative attitude in the use of positive reinforcement

Let us see the following illustration to show the activity flow performed by the responsible body mainly teachers of the two governmental schools to discipline students.

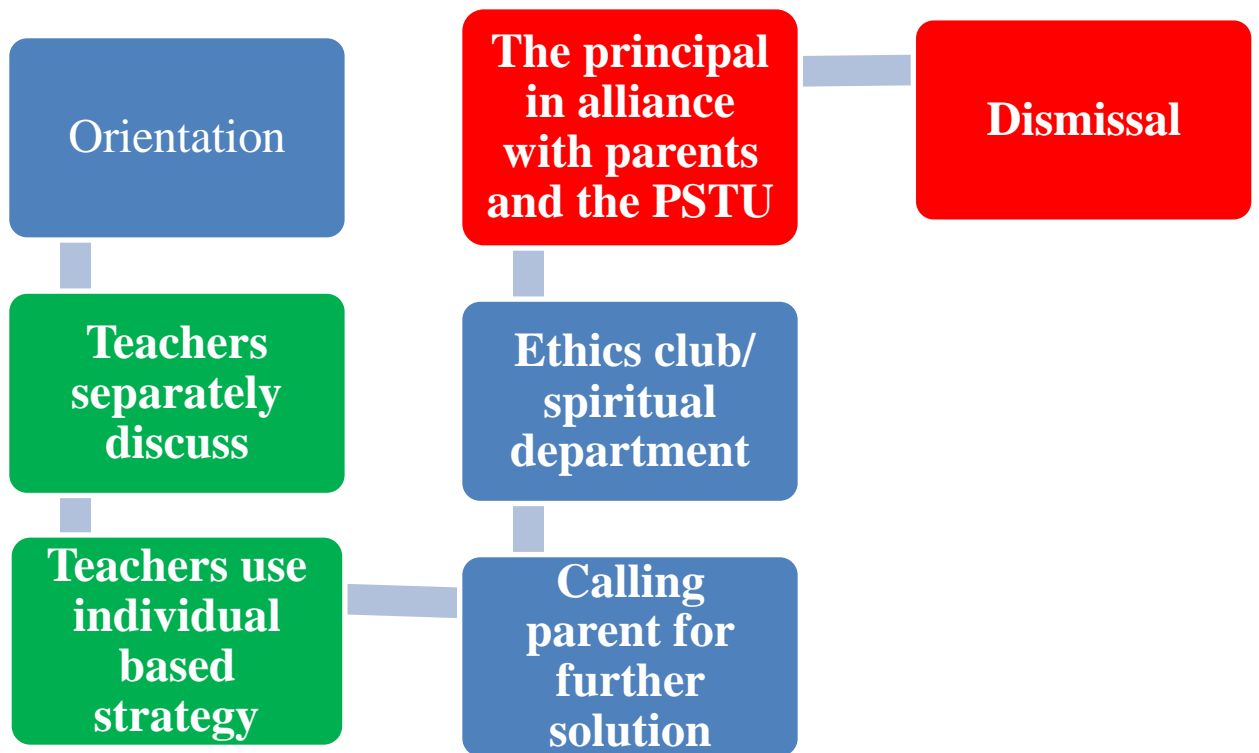
**Diagram 1.** Activity flow chart used by Behere Ethiopia and Kebena Ethiopia Elementary school to manage disciplinary problems



The diagram shows the most common way of solving disciplinary problems of Behere Ethiopia and Kebena Ethiopia Elementary Schools. Different to the common teachers approach, 1 interviewee from Behere Ethiopia school mentioned the following to manage the disciplinary problems of students. Here is her say,

*Students love to be approached and appreciated. So, I mostly try to be close with my students and talking to them. I sometimes regret for what I did after talking to them and know the root causes of the problem. So, I mostly talking to them and know what makes them act in such a way. The other thing I do is, try to know what makes the child fear or sensitive for, that means some students do not fear if you try to frightening him/ her by saying 'I will make you bring your parents' or 'I will deduct your mark' or 'I will send you out' or any other warning. All students do not fear the same warning so I consciously try to find the sensitive part of the student and act accordingly.*

**Diagram 2.** Activity flow chart used by Kidane Meheret Abune Gorgorios schools to manage disciplinary problems



In addition, all participants of the study were asked whether there is a counseling department in their school and its responsibility in relation to disciplinary problem.

In their response, all of the government school interviewees and FGD discussants confirmed the existence of counseling and guidance department and reported that the responsibility of the department is giving a counseling service for students who referred by a teacher as a needy for counseling and guidance. As shown on the diagram, the teacher will send the student to this department after he has taking the possible measures in the class room. In contrary, both study participants from the privately owned schools mentioned civics and ethical education club as a counseling and guidance department in their school structure.

Likewise, all study participants were asked whether the counseling and guidance department uses a scheduled discussion sessions for students with disciplinary measures. All of the study

participants confirmed that all students are served whenever they sent by their teachers and progressive reports are recorded.

Additionally, the other question that was raised for interviewees was whether there is a rewarding / modeling method they use for well-disciplined students. In their response, all the interviewees and FGD discussants recruited from the study government schools unanimously reported that they do not have a culture of rewarding students with good behavior/ manner. 2 from private and 1 from government school interviewees revealed that the school did not have any reward for well-mannered students but 11 of the interview participants recruited from the study schools use applause as a first-hand reward for well-mannered students in the form of recognition and appreciation in the class and on flag raising ceremony. Likewise, 1 interviewee from Abune Gorgorios make students with good conduct read a book in front of class.

The researcher saw a guilty feeling of not rewarding their well-mannered students on a total of 3 government and 4 private schools interview participants and they stated their economy/ capacity as a failure of rewarding these students materially.

One of the interviewees from Behere Ethiopia responds as "*Please skip this question*". Different to this, 1 teacher from Kidane Meheret reported "giving a pen" for well-behaved students as a reward. A teacher from Abune Gorgorios also mentioned the following:

*"I verbally recognize before class but materially or in any other, I feel guilty, as a school we cannot do that. It is very important to give a credit. Personally, I give them pen but the school should reward students of good conduct"*.

Different to the above, 1 interview participant from Kebena Ethiopia responded as "*rewarding can also be expressed by giving 'A' on their report card*".

Additionally, the vice principals of Behere Ethiopia and Kebena Ethiopia declared that students with good behavior are mostly good in their education. The vice principal of Kebena pointed out and create a correlation between performing well in the class room and a good conduct. She confirmed in this way:

*"We recognize students with good conduct at the flag raising ceremony and as of my observation most of them are good performer students"*.

The researcher wants to leave the truth of this correlation for other researchers. But Behere Ethiopia vice principal reported about the unique Id the school offer for students of good conduct as a form of reward called badge and make them gate facilitators with parents that will raise the credit of proper manner in the eyes of students of the school.

Likewise, two of the interview participants of Abune Gorgorios use coupon as a form of reward (N:B Coupon is a form of appreciation and rewarding method of the school which is given for/bought by teachers under the permission of the school that let students buy anything they want upon the amount of the coupon they got. They can take a book, pen or any other important thing from the school by the amount of the coupon they got). As reported by the vice principal of the school, previously the school encourage and recognize students with good conduct at the flag raising ceremony but because of Covid-19, that restrict mass gathering, they stopped it, but as of his statement, it continues in their class room under the supervision of home room teachers. However, the vice principal mentioned that they are planning to reward and give a credit for the upcoming semester and currently, they are collecting names of students of good conduct by home room teachers.

#### **4.1.6. Relevant strategies needed for managing disciplinary problems of students at primary school level?**

The last question that was raised for all study participants was that what should be done to manage the disciplinary problem of students, and who should be responsible to find out the solution and why?

Accordingly, 16 study participants recruited from both government and private schools mentioned family as a first responsible body following the government, schools, and the community in general. The following exemplary statement is taken from one FGD discussant of Behere Ethiopia

*"Parents should take the lead then teachers and good behaved friends as well. Parents should teach the ethics of their religion, by then at least he/she is going to behave properly" and reasonable control should also be there".*

Likewise a total of 2 interviewees and 2 FGD discussants recruited from the study government and private schools mentioned government as a responsible body in minimizing disciplinary problems of primary school students in the form of issues mentioned by the study participants hereunder.

*"Government is a core/central body in policy making that makes the education policy be based upon indigenous knowledge. Presenting and educating students their indigenous / country-based knowledge in every level of education make students learn and act as a good-mannered Ethiopian.". (Interviewee from Kidane Mehret)*

*"Giving the respect and dignifying life for teachers will create a difference and will 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". (Interviewee from Abune Gorgorios)*

*"The subject called civics and ethical education should also be revised. Even it starts from grade 5 why? It should start from grade one. And also it is more focuses on civics not ethics. So ethics/moral education should be given separately". (FGD discussant from Behere Ethiopia)*

*"Government should use its power to shape the students discipline of the country from dressing style up to every element that can result for good mannerism". (FGD from Kebena Ethiopia)*

Additionally, a total of 2 interview participants and 2 FGD discussants recruited from both government and private schools mentioned teachers as the core responsible body and the school

should be responsible and use different approach to handle students with disciplinary problems. One of the FGD discussant from Behere Ethiopia also confirmed by the following statement, *"Ethics education should be given by every teacher, the school should give the responsibility to take the last 5 minutes of the class for ethics education. Every teacher should remind them"*

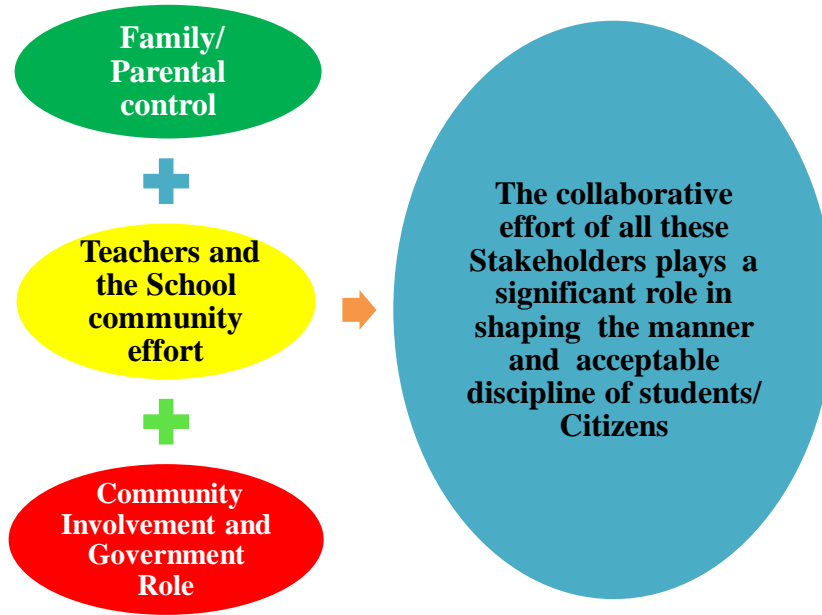
Moreover, community role in disciplining a child is reported by all participants of the study next to parents and government. The following statement is reported by an interviewee from Kebena Ethiopia,

*"Current community role in reprimanding a child of any one is minimized but it is very important for the child as well as for the child's family."*

Here, there is a saying of Ethiopian that it is better to have an advisor (advisor of where ever) to bring things back to the right track.

As decided by the study participants, the two core parties, family and school with the help of government education policy will minimize the risk of hopeless generation and will also maximize the productivity of the students with a good character.

*"We cannot say I do not care. Because we all are affected by the consequence directly and indirectly" (FGD discussant from Kidane Mehret)*



## **4.2. Discussion**

In this section, the findings collected from the field and the theoretical arguments presented in the literature review will be evaluated and show which are similar and which are different by following the stated themes of the research.

### **4.2.1. Types of disciplinary problems identified by the participants of the study**

Disciplinary problems in elementary school setting surely differ from secondary and above school settings. In Ethiopian context, elementary students are mostly ranged from age 6-15. They are mostly immature and easy to mold beings. From the results of Table 3 A and B, it is clear that, there is a similarity and difference in the types of disciplinary problems between governmental and privately owned schools as mentioned by the research participants. These findings are supported with findings reported by Charles (2008) and Ayalew cited in Beyene, 2016). Types of disciplinary problems in school system are not as such faraway from student to student. The most stated disciplinary problem by interviewee and FGD discussants of the two types of schools is disrespecting teachers what Beyene (2016) called rudeness to teachers. As outlined in the finding section, Late coming, Lying, fail to do homework and class work, side talk, disturbing, not bringing exercise book, disobeying the laws of the class and the school, misusing and damaging school property, disrespecting teachers, improper hair cut or fail to follow the dressing and hair code of the school, found out of class in the class hour, bringing electronic materials, cheating, stealing, physical and verbal abuse including insult, engage in sexual relationship with any of the school community, fighting and taking off mask are considered as a disciplinary problems in elementary school.

### **4.2.2 Causes of disciplinary problems commonly observed in primary school setting**

The finding of the research from private and government school puts family problem, varies in kind, as the main cause of disciplinary problems. As Kauffman (cited in Fekadu, 2000) clearly puts families/ parents are the causes of the problem. Why? As discussed in the finding session the good/ bad relationship spouses have (expressed as disruptive home environment by Kasambira cited in Beyene, 2016) one to another creates comfort or discomfort for the child behavior that is exposed in the school compound and with friends in the form of play.

The other cause of disciplinary problem is unregulated media use. As Tripathi, 2003 and Chrispinus, 2019) shows, current world media shows its power in influencing every corner of life.

One can be benefited or harmed by media use. Children at this school age are curious about things around. Without regulation and advice letting them use every media is really pushing them to misbehave. As per the day-to-day shout of Abbey Yilma (A teacher and a journalist of Sadis media on Ahadu radio), media is like a river, it is taking and washing them and killed them inside thus make them irrelevant for themselves, for family for the country as a whole.

#### **4.2.3. Consequences of disciplinary problems**

As we all can understand, if there is a cause for certain phenomena there surely be a consequence. As stated on the literature Zelalem (2012) and in the finding, disciplinary problems can create a disaster situation. As the literature Knox in Beyene (2016) shows children who up brought by a single parent shows a low confidence, insufficient, and has a psychological gap that is created by the lack of love from one parent. The problems seem only in school compound but it goes beyond school and affect a family, community, society and a nation at larger. As shown in the finding, students can have a low grade because of their disciplinary problem and goes to dismissal from school or be a dropout and become and engage in unnecessary things that harm their life and the lives of others up to disaster creator for a country.

#### **4.2.4. Strategies applied in managing disciplinary problems**

Early intervention is a powerful concept to bring back children from bad behaviors/ activities and easily shape them in proper way. The literature also supports the finding (Vernon in Beyene, 2016) that students should learn and need a constant guidance for their better future. All the schools use, to some extent, the same way of approach to manage/ bring back the student disciplinary problem i.e advising, reporting, counseling, if not dismissal. Here the researcher asked the power of disciplinary measure to bring back to the needed behavior. The importance of early intervention (Craig, Helen, Kraft & du Plessis, 1998) will minimize the re-occurrence.

Managing the disciplinary problem of a student before getting worse is a job of every wise person starting from parents up to government body. A good with bright future students should not be educated alone, they should be disciplined.

As we can see from the graphs that shows the strategies used by the school to manage disciplinary problem, the governmental schools as the finding shows only works structurally on the flesh of the child not the soul. They do not have moral or religious education that awakens the student's soul.

As of the statement of spiritual people, wisdom is in the soul. If one person cultivates his/ her soul positively he can be peaceful and acts morally if not the opposite will trap him. (Tripathi, 2003:3)

As per the statement found from study participants, teachers need the government to incorporate ethics education separately starting from grade 1. The researcher got the chance of knowing that the government of Ethiopia, the leading party promise, on the sixth country election, states the starting of ethics education for the coming year in every school as a winning policy, the researcher hopes for this to happen.

So, if we believe that these children are still kids and they can be shaped to be productive for themselves and for the country at large, we all should not be tired of advising and bringing them back to the right track whenever we see any indiscipline on them. Parents should take the leading role and provide everything that will make the child grow physically alone but also spiritually. Developing the spiritual well-being of a child will raise the moral values that helped him/ her to live peacefully first with him/ herself and with other human beings in general (Cam, 2016)

#### **4.2.5. What should be done?**

As per the statement of the study participants and the literature it supports a collaborative role is mandatory that starts from parents. Parents, as per the finding statement, should teach moral values and religious education that make the child above being a human, highly dignified personality. (Tripathi, 2003). Teachers, as a school community should not be restricted to teach the academics alone but also from their life. They should be model for their students. Here, I want to express by observation in Kebena Ethiopia, (I was in the teachers' staff room, it was a lunch time and it's about to end. A young woman came, with lipstick and distressed skinny jeans. I was saying for myself that she is not/ cannot be a teacher, and then she went to a cupboard and took the gown and wears it. Honestly I was shocked. How possible is it to wear such kind of dressing in the school can be an example for students? As we have mentioned above, breaching the dressing code of a school is taken as a disciplinary problem. In top of this, what I feel sad about is, there were two senior teachers there. I am sure they say something inside their heart but afraid or ashamed off but they can at least, politely suggest her. As Solomon (2013) discussed, we are currently lost this culture, reprimanding, advising or saying this is not good for anyone. To tackle this issue, the third most important thing is community; everyone should be responsible for one another. The cohesion

that holds community together is the care and love one has for the other. By saying 'this is not my business' or any other thing inside, we cannot bring back at least one person.

Abune Gorgorios school culture is exemplary in this regard. This school obliged all woman school members to follow a proper dressing style which is a dress, even for parents as well. I myself was not allowed to enter without wearing a dress to perform my data collection. So, this school uses "being example/ being a role model" as a strategy of managing students' disciplinary problems.

The other important element in bringing a change for the problem is the government. As stated in the finding, government through its education policy can design and follow the implementation on students' disciplinary problems. The fruit of disciplined citizens are not only benefited parents, but it highly minimizes the expense and maximizes the productivity of the country. In fact, privately owned schools are benefited in such ways, they can teach what they like even the government is not working on the issue but governmental schools wait the policy for implementing formally.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATION**

### **5.1. Conclusion**

The following conclusion statement is made based upon the finding of the research. As stated by all study schools, disciplinary problems can be labeled from the small disturbance condition starting from class and will grow to the higher killing or sexual abuse. From the finding stated above almost all kinds of disciplinary problems are seen in both kinds of schools with slight difference. From the statement obtained from the four schools, many of the disciplinary problems are trace back to family/ parents. The different forms of family problems, the physical environment of the school and the student living environment, media, peer pressure, economy of the family, parents' job and even government were mentioned as a cause of disciplinary problems. The consequences of this problem are affected first the child in many ways then parents, family members, the school, the community and the country in general. If a person is peaceful for himself, then he can be too the world. As indicated in the main document both types of schools use different strategies to manage the disciplinary problem of the student starting from orienting until the highest measure of taking them legal body. However, private schools which both are based on religious value use ethical education as their main core value of their school. They give this education starting from lower grade as opposed to the governmental school. So, the difference is

inevitable latter on. Finally, the student himself/ herself as a human being who have the right to choose, parents, teachers, school communities, the general communities and the government should be responsible for a single student's life, that affect all people latter positively or negatively.

## **5.2. Recommendation**

The following recommendations are derived from the findings of the study.

### 1. For Government: -

#### a) The need for moral education in the education policy

As clearly shown on the finding, all most all government school participants need moral education as means of minimizing students' disciplinary problems and even request government to start moral education from early age of the students. Therefore, the researcher forwarded this need to the responsible body of government to answer the needs of citizens.

#### b) Moral and Economical support for teachers

As the finding of this research revealed, most students disrespect teachers. As per the statement of the teachers, students disgrace teachers for two reasons. One, because of their low attitude for a teaching profession and two by the low economy of teachers as far away their preach of education as a tool for development. So, the researcher recommends government to revise the policy in relation to becoming a teacher and should provide at least basic living necessities for all teachers of the country as a means of supporting them economically.

#### c) Revision of the family law as an option

It is clearly pointed in the finding that most of the causes of disciplinary problems is revolved around family. It is clear that separation/ divorce is the right for spouses but the finding shows such acts highly affect a child/ student emotionally and psychologically and even economically. So, the government policy makers should revise the family law in narrowing the gap or minimize the effect of divorce on a child.

2. For Teachers: - It's known that the highest burden is taken by teachers. They have the potential to reshape students and are trusted by students. Teachers should fight for well-disciplined students by everything they have at hand for well-mannered and productive citizens by working on the children mind positively. Therefore, teachers should be more proficient and well trained regarding on how to manage the classroom. Teachers should be knowledgeable of teaching methodologies and classroom management.

3. For Ethiopian Parents:- They need to be closely involved in the behavior of their children since evidence has shown that children whose parents closely associate with the school, behave in a better manner than those whose parents do not. (Kelemu and Ali, 1017))

4. For All: - Building a generation is everyone's job. It starts from parents and goes to family members, community, religious institutions, and the society at large. Everyone should work for better psychological as well as emotional well-being of children/ students starting from lower age. Therefore the need of early intervention is the easiest way out from the problem.

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## **ANNEXES**

### **I. Introduction**

My name is Enat Asrate. I am graduate candidate of master degree in special need education in Addis Ababa University, department of Special need Education. I am working my final thesis for the fulfillment of the master degree. The aim of the research is to assess the discipline problems of primary government and private schools. Thank you in advance for giving me your precious time for the interview. I would like to assure you that the information you provide will be kept confidential. I will 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 will contribute for the completion of the research work. Your participation will be 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 informants/ discussants**

1. Sex: Male  Female
2. Age \_\_\_\_\_
3. Academic qualification \_\_\_\_\_
4. Position/responsibility: \_\_\_\_\_
5. Years of Experience: \_\_\_\_\_

### **III. Interview Questions**

#### **1. In your opinion, what are the major disciplinary problems in school setting**

1.1 How do you understand disciplinary problems/ indiscipline as a member of teacher and management staff of the school?

1.2 Have you taken a training on the issue of disciplinary problems?

2. In your opinion, have you ever encountered with disciplinary problems commonly observed in school setting?

2.1 If yes, what do you think the causes of that specific indiscipline?

Friends, families, peers or any other and why?

- 2.2 What was your first measure? Disappointing, insulting, punishing, reporting or warning
- 2.3 which group of students are more prone to disciplinary problems? Male or Female, why?
3. In your opinion, what do you think of the consequences of those disciplinary problems that affected your school communities?
- 3.1 Do you have a code of conduct that clearly puts disciplinary measures?
- 3.2 Do you believe that all disciplinary measures are constructive/ important to reshape the student's behavior?
4. Does the school has a strategy being applied to manage disciplinary problems of students affected the study school communities
- 4.1 Is there a counseling department/session in your school? If yes, what are the responsibilities of the department in relation to disciplinary problems of students?
- 4.2 Is there a scheduled discussion session with students with such disciplinary problems?
- 4.3 Is there a rewarding/ modeling method for good disciplines if yes, Mention some of them if no, why?

## Focus Group Discussion

### Questions for the school principal, teacher and PTA member

#### Part 1: Profile of the participants

Date of the FGD \_\_\_\_\_  \_\_\_\_\_

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: Focus Group Discussion guide questions

1. What is your opinion on disciplinary problems and how do you understand the problem in the context of School Community?
2. Do you believe that members of teachers and school management staff have the same understanding on disciplinary problems of students? If not or yes, Why?
3. In your opinion, what are the causes of disciplinary problems commonly observed in school setting?
4. From your experience, what are the consequences of disciplinary problems that affected your school communities?
5. Can you mention and discuss strategies being applied to manage disciplinary problems of students that affected your school communities?
6. As a School director, Teacher or Parent, what should be done to manage the disciplinary problem of students, and who should be responsible to find out the solution and why?
7. Does the school have code of conduct or any form of regulation develop with an intention to regulate disciplinary problems of students?

8. Does the school have strategic procedure to involve parents in the process and efforts of managing disciplinary problems of students?

መጠይቅ

ሀ) መግቢያ

ስሜ እናት አስራቴ ይባላል። የአዲስ አበባ ዩኒቨርሲቲ የልዩ ፍላጎት ት/ርት ክፍል የሁለተኛ ድግሪ ተማሪ ነኝ። በአሁን ሰዓት የመመረቂያ ፅሁፌን እየሰራሁ እገኛለሁ። የዚህ ጥናት ዋና ዓላማ በትምህርት ቤታችሁ ያለውን በመጀመሪያ ደረጃ ተማሪዎች ላይ የሚታዩትን የስነ ምግባር ግድፈቶች በምን አይነት መልኩ ምላሽ / የእርምጃ እንደምትሰጡብቸው ለማወቅ ነው።

በመጀመሪያ ለዚህ ቃለ-መጠይቅ ውድ ግዜዎን 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 ከመሰልዎ አቋርጠው መሄድ ይችላሉ። በመሆኑም ጥናቱ ላይ በመሳተፍ መረጃ ለመስጠት ከፈለጉ የድምፅ መቅረጫ መሳሪያ የምጠቀም መሆኔን ላስገነዝብዎ እወዳለሁ ይህም ጥናቱ ሲጠናቀቅ የሚደመሰስ ስለሆነ ሀሳብ አይግባዎም። አመሰግናለሁ።

ለ) የጥናቱ ተሳታፊዎች መግለጫ

- 1. ፆታ
- 2. እድሜ
- 3. የትምህርት ደረጃ
- 4. ኃላፊነት
- 5. የስራ ልምድ

ሐ) የቃለ-መጠይቅ ጥያቄዎች

- 1. በአንደኛ ደረጃ ት/ት ውስጥ ያለ የስነ ምግባር ጉድለት/ ግድፈትን እንዴት ይረዱታል? ከትምህርት ቤት ማህበረሰብ አንጻር ችግሩን እንዴት ይረዱታል?።
- 2. መምህራንና የአስተዳደር ሰራተኛው የስነ ምግባር ጥሰቶችን በተመለከተ ተመሳሳይ የሆነ አረዳድ አላቸው? መልሶ አምን ከሆነ/ አይ ከሆነ ለምን?
  - 1.2. በስነ -ምግባር ጥሰት/ ችግሮች ላይ ያተኮረ ስልጠና ወስደው ያውቃሉ?
- 2. በእርሶ አስተያየት፤ በአንደኛ ደረጃ ት/ት ውስጥ የስነ ምግባር ችግሮችን ታዝበው ያውቃሉ? እንዴት ያሉ የስነ ምግባር ጥሰቶችን ታዝበዋል

- 2.1. መልሶ አዎ ከሆነ የጠቀሷቸው የስነ ምግባር ችግሮች መንስኤያቸው ምንድን ነው? ጓደኛ፣ ቤተሰብ፣ የአቻ ግፊት ወይስ ሌላ ለምን?
- 2.2 የእርሶ የመጀመሪያ እርምጃ ምንድን ነበር? በተማሪው ድርጊት መናደድ፣ መሳደብ፣ መቅጣት፣ ማስጠንቀቅ/ለሚመለከተው አካል ማሳወቅ
- 2.3. በትምህርት ቤታችሁ በአብዛኛው ጊዜ ለስነ ምግባር ችግር የተጋለጡት ወንዶች ናቸው ሴቶች ለምን?
- 3. በእርሶ አስተያየት፣ ት/ርት ቤታችሁን ያወከው የስነ ምግባር ችግር ተጽዕኖው እንዴት ይገለጻል።
  - 3.1. በትምህርት ቤታችሁ ውስጥ የስነምግባር ህገ-ደንብ አለ?
  - 3.4. ሁሉም የስነ ምግባር እርምጃዎች አስፈላጊና የሚንጹ ናቸው?
  - 4. ት/ርት ቤታችሁ የስነ ምግባር ችግሮች ሲፈጠሩ መፍትሄ የሚሰጥበት የራሱ አካሄድ አለው?
  - 4.1 በትምህርት ቤታችሁ ውስጥ የምክክር አገልግሎት የሚሰጥበት ክፍለ ትምህርተ አለ? መልሶ አዎ ከሆነ ከተማሪዎች የስነ ምግባር ችግር አንፃር የክፍለ ትምህርቱ ዋና ዋና ሀላፊነቶች ምን ምንድን ናቸው?
  - 4.2 የስነምግባር ችግር ከታየባቸው ተማሪዎች ጋር የታቀደ የምክክር አገልግሎት ይሰጣል?
  - 4.3. በትምህርት ቤታችሁ በስነ ምግባራቸው መልካምና ምስጢን የሆኑ ተማሪዎችን የማበረታቻ ስርዓት አለ? መልሶ አዎ ከሆነ ጥቂቱን ይጥቀሱ መልሶ አይ ከሆነ፣ ለምን?

**የቡድን ውይይት**

- ሀ) የቡድን ውይይቱ ተሰታፊዎች መግለጫ
  - ይታ
  - የጋብቻ ሁኔታ
  - የትምህርት ደረጃ
  - ስራ
  - የስራ ልምድ
  - ኃላፊነት
- ለ) የቡድን ውይይት ጥያቄዎች

1. በእርሶ አስተያየት በአንደኛ ደረጃ ት/ት ውስጥ ያለ የስነ ምግባር ጉድለት/ ግድፈት ስንል ምን ማለት ነው?:: መምህራንና የአስተዳደር ሰራተኛው እንዲሁም ርእሰ መስተዳደሩ እንዴት ነው የስነ ምግባር ጥሰቶችን የሚረዷቸው?
2. በእርሶ አስተያየት በትምህርት ቤቶች ውስጥ የሚታዩ የስነ ምግባር ችግሮች መንስኤያቸው ምንድን ነው?
3. እንደ እርሶ ተሞክሮ/ ልምድ፣ ት/ርት ቤታችሁን ያወከው የስነ ምግባር ችግር ተጽዕኖው እንዴት ይገለጻል::
4. ት/ርት ቤታችሁ የስነ ምግባር ችግሮች ሲፈጠሩ መፍትሄ የሚሰጥበት የራሱ አካሄድ አለው?
5. በትምህርት ቤታችሁ ውስጥ የተማሪዎችን ስነ ምግባር ለማረቅ የተዘጋጀ የስነምግባር ህገ-ደንብ ወይም ሌላ አካሄድ አለ?
6. እንደ ት/ት ቤት ርእሰ መምህር፣ መምህር ወይም ወላጅ የተማሪዎችን የስነ ምግባር ብልሹነት ለማረም ከማን ምን ይጠበቃል? ምንስ ይደረግ
7. ት/ርት ቤታችሁ ወላጆችን አሳታፊ ያደረገ የስነ ምግባር እርምት እርምጃ / አካሄድ አለው?