



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
SCHOOL OF PSYCHOLOGY

**STUDENTS BEHAVIORAL PROBLEMS IN GOVERNMENTAL
SECONDARY SCHOOLS OF ARADA SUB-CITY IN ADDIS ABABA**

By:

Guesh Birhane

June, 2018
Addis Ababa

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**A Thesis submitted to School of Psychology in Partial Fulfillment of the
Master of Arts (MA) Degree in Counseling Psychology**

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Acronyms

EBD	Emotional Behavioral Disorder
UNESCO	United Nations Economic, Science and Cultural Organization
BD	Behavioral Disorder
MOE	Ministry of Education
ASCA	American Schools Counselor Association
SPSS	Statistical Packages for Social Science
TV	Television

ABSTRACT

The purpose of the study was to assess students' behavioral problems and their relevant causes related to the family, schools, teachers, curriculum, community and peer group pressure, as well as, to review the offering approaches to improve them. The members of the study were selected from Meskerem secondary school, Betelhm secondary school and W/ro Kelemewerk preparatory school of Arada Sub-city in Addis Ababa. The quantitative data was gathered by the help of questionnaire from teachers and students and was analyzed by descriptive statistics that consist of weighted mean and percentage. The qualitative data was gathered from principals/vice-principals and school counselors by interviews and was analyzed using narrative methods. Available sampling, purposive sampling and stratified random sampling methods were used to select the respondents of the study. According to the finding of the study the types of students' behavioral problems, the leading ones were late coming to school, dress code violations, absenteeism/truancy, argumentativeness/ defiant disruptive behavior, and inattentiveness. Concerning to causes that are indorsed to the family, the study confirmed low socio-economic status and inadequate monitoring. Like school and administrators related factors, the finding revealed lack of awareness to the problem as an illness, poor commitment to cooperate with the staff members and the school premises not conducive. From the teachers' side, the study shows becoming poor models and absence of preventive and corrective measures. Causes considered with the curriculum were absence of ethical and moral teaching and becoming out of the societal mental health building. The communities' negative influence and technology misuse as well as peer pressure considered as a major causes. Furthermore, the approaches delivered to improve the students' behavioral problems were inappropriate. Finally, the researcher likes to recommend that, school leaders and teachers' should aware behavioral problems which need psychological treatments as well as the schools have an organizational duty to apply applicable treatment approaches.

CHAPTER-ONE

INTRODUCTION

1.1. Background of the Study

Nowadays in the current globalized scenario, behavioral problems in secondary schools run-away very rapidly due-to numerous factors. As a result, adolescents' face for many life challenges. Ramakrishnan & Jalajakumari, (2013), argues that secondary school life stage is marked by rapid development of physical, emotional, social moral and cognitive domains that comprises tremendous mood swings, identity crisis, role diffusion, self-centered, enthusiasm, sensitivity, cruelty, feelings of hopelessness, autonomy, eager to sexual chat, curiosity, independence, and apathy. Because of its fastness and challenge, it is believed to be a life cycle of storm and stress in youths which requires assistance from experienced adults around them.

Recent tremendous research findings show that among secondary school adolescents and youth, there are four main common behavioral problems which involve argumentativeness, impulsivity, bullying and risk taking episode (Ayodele, et. al, 2015). These behavioral problems have comorbidity which is similar mannerisms and structures which may make assessment identification and diagnosis trouble. Above all, the findings assured almost thirteen percent of teen-agers below 14 years are supposed to exhibit argumentativeness/ rule breaking behavioral problems and the large percentages covered by boys. Youngsters and secondary school student adolescents suffering from these behavioral problems most of the time shows the following characteristics; consistent display of irritation/outburst, defiant to the established order, low self-esteem, becomes argumentative and elsewhere.

Secondary school teenagers practicing conduct disorder are usually pigeon-holed due to their poor conform to basic and simple but valuable instructions. They are engaged with juvenile delinquent behaviors and illogical activities which invites for distress. The features include; constant fighting, truancy, physical assault, attack and violent or over reaction (Ayodele, et. al. 2015).

Still now there is no exact cause of behavioral problems, whereas some elites supposed that the origins/sources of the psychological problems may be classified into two main reasons which are genetic and environmental in nature. Consequently, not only psychologists but also other mental health officers advise, it will be important to explore the physical atmosphere of the youngsters and how it influenced for them positively or negatively.

Researchers make it pure; there is no fixed/single reason of psychological, emotional/behavioral problems. Although most of the time it is also considered that it could be observable to natural and environmental reasons such as; harsh parental discipline, child abuse and negligence, temperament of the child, violence in family, lack of monitoring and brain injury Ayodele, et. al, 2015). In addition, he suggests, various available triggers linked with behavioral disorders in adolescent students which are interpersonal relationship difficulties, inability to keep consistent attention concentration, engaging in vandalism and becoming hopelessness. All these could be setbacks for the mental health growth and the psychological adjustment of youngsters and immensely hampers their academic accomplishment and individual goal leisure pursuit.

Conducive schools are vital for obtaining knowledge, skills, outlooks and abilities; model institutes for the socialization of youngsters, and for training acceptable principles of human behavior. Adolescents are predicted to gain basic life standards which they require to deal with

today's challenging computations for their desires. Hence, critically they require some professionals to assist in the resolution of difficulties and improve complications and conflicts.

School counseling in the 21st Century must be adapted to meet the ever-changing societal demands, while facilitating student academic, personal/social, and career development, in Springfield continually refined through diligent, ongoing evaluation, focused on the constantly evolving needs of students and the greater school community (Yolanda D. Johnson & Sonia E. Dinnal, 2009).

Behavioral problems in schools are hindrances not only for educational concerns, but also for concerns of the long-term harms which causes the individual's dysfunctional character understanding and unhealthy personality growth and development, unsuccessful to meet life standards, the inability to differentiate with the individual's personal value and other societal differences, and, most of all, its influence on the core duty of having unique human resources as a citizen for his/her countrywide advance.

1.2 Statement of the problem

All over the world, there is no clear and single universal understanding for behavioral problems in schools. Moreover, there are varied interpretations of the term and concept; even though certain intellectuals supposed that BD, behavioral problem, disciplinary problem is just like as EBD but, some others say all terms can be used interchangeably. Further, it is intensely believed that both terms are synonymous and connote the same meaning whereas; the varieties come from different explanations due to teachers' alternatives, their contextual backgrounds, traditional values, individual personalities and religious perspectives (Ayodele, et. al, 2015). He also viewed

that they are psychological problems which needs proper psychological treatments and trainings to improve them.

Unfortunately researches in our country especially in Addis Ababa by Asfaw (2016), Debisa (2015), Beyene (2016) and Trunesh (2015) indicates behavioral problems considered as disciplinary problems to improve them they recommended that the schools should apply their rules and regulations strictly. From the researcher work experience teachers and school administrators as well as parents at home used disciplinary actions to improve the problems. Above all some students also not bothered with their problems instead they professed as fashions and good looking. Consequently this study aimed to fulfill this gap.

Indeed many studies show that the whole nation state has been facing serious lack of attention to help adolescence students with behavioral problems and Arada sub-city is not an exception. The “Loud noise on Students Discipline and Disturbance” (Addis Ababa City Administration Education Bureau, 2003 E.C) acknowledged the importance of identifying the types and causes of behavioral problems in handling students discipline and its approaches due to its positive contribution for behavioral improvement. It is relevant for that reason, to raise a question, what are the types, causes and used approaches for behavioral problems in governmental secondary schools of Arada sub-city? Based on this question, this study accesses the types, causes and approaches of behavioral problems in governmental secondary schools of Arada sub-city in Addis Ababa.

1.3 Key research questions

- ▶ What are the common secondary school students’ behavioral problems in Arada Sub-City?

- ▶ What are the major causes of secondary school students' behavioral problems in Arada Sub-City?
- ▶ What are the main approaches secondary schools of Arada Sub-City employ, to improve students' behavioral problems?

1.4 Objectives of the Study

1.4.1 General Objectives of the Study

The overall objective of this study was to investigate the types and causes of secondary school students' behavioral problems as well as to assess the approaches applied to improve them in the selected secondary schools of Arada Sub-City in Addis Ababa City Administration.

1.4.2 Specific Objectives of the Study

The specific objectives are;

- ✓ To explore the common behavioral problems in the selected secondary schools of Arada Sub-City
- ✓ To assess the major causes of students behavioral problems in the selected secondary schools of the Sub-City
- ✓ To assess the main approaches the schools use, to improve the students behavioral problems in the selected schools of the Sub-City

1.5 Significance of the Study

The results of this study might be important for creating peaceful teaching-learning process as a whole and it is also crucial for the school staff such as teachers, students, school leaders, and

parents in particular. To continue, students harmoniously in a healthy personality and good manner behavioral adjustment should be presented as being the important atmosphere to perform education in a smooth way. But then again, to assure this as an aid, in- depth studies are needed to identify the types of secondary school students' behavioral problems and their causes purposely to create awareness about psychological behavioral problems and to minimize the students' day-to-day difficulties. The researcher believes that such, type of study contributed valuable data that could be convenient in rearranging and putting properties to the activity by those stakeholders together with the Addis Ababa city administration bureau. Finally, if secondary school students' behavioral problems are clearly identified and effective preventive strategies properly designed by the concerned bodies as well as implemented by the school community then we can minimize the problems.

1.6 Delimitation/Scope of the Study

The focus of this study is identifying the types, causes and approaches of secondary school students' behavioral problems in selected government-run secondary schools in Arada sub-city of Addis Ababa. At this time, secondary school stage education in our country is based on two cycles. The first cycle, involving grades 9 and 10 is labeled as high school; the second cycle, containing of grades 11 and 12, is also labeled as preparatory school. A lot of secondary schools in Addis Ababa either high schools or preparatory schools, but very few have both two cycles. In preparatory schools, pupils stay in the formal institutional structure for about four years of their education (if they score the 10th grade with good results).

Most of the time, the amount of student's population in these types' of schools is totally huge than in the single-cycle others. This four-year duration and the huge number of the student's

population in both levels have great prevalence than the other. In view of that, therefore, the results of this study may have limited exploration to schools two cycles of secondary education. Arada sub-city reveals several socio-economic and multi-cultural conditions that are in various ways differ from those dealing in other corners of the nation. It is occupied by large amount of people that is traditionally, communally, and economically varied. Despite the fact its localities have a habit of socio-economic features that vary from others. It is probable for these unique characteristics of the city to make school staff or settings that may be vary from those in few or more consistent dwellers of the nation.

As a result, the generalization of the findings of this research to areas out of Addis Ababa might be limited. Above all the causes for secondary school students limited to family related factors, school, teachers, community situations and peer group pressure. However other causalities such as genetics, individual difference, temperament, impairment/disabilities, psychological factors and physical environments were really limitations of the study.

1.7. Operational Definitions of Terms

Secondary School: The school level where students learn from grade 9th to 10th or from grade 9th-12th in the Ethiopian context.

Behavior: - way of acts an individual towards other people, society or objects and it can be bad or good as well as normal or abnormal based on the society norms.

Behavioral problems: - An individual or group of persons has extreme/deficient behavior in the societal norm.

Discipline: The run-through or technique of instruction and put in force conventional forms of behavior in the school.

Disciplinary problems: any behavior that disrupts the teaching act or psychologically or physically unsafe (Nolan 2000).

Cause:-The relatively fairly accurate reasons that are essentially predecessor to circumstance or presence of a given occurrence.

Adolescence: The transitional period of physical and psychological development between childhood and adulthood.

Approaches: Secondary schools use to improve students behavioral problems.

1.8. Organization of the study

This particular study well organized made into six chapters. The first chapter offers with the opening introductory portion of the study that contains background of the study , statement of the problem, key research questions, general objectives of the study, specific objectives of the study, significance of the study, limitation/delimitation of the study, operational definition of terms and organization of the study.

The next chapter, involves review of related literature that argues the idea of behavior, the theoretic nature and expansion of students' misbehavior, the source of students' behavioral problems, types of common students' behavioral problems, reasons which are responsible for the problems, approaches which delivered to handle these problems and gender related factors. Chapter three, issued with the research design and methodology of the study. Chapter four, deals with data presentation, data analysis and interpretation. Chapter five focused in discussion of the

study. Finally chapter six deals with summary of major findings, conclusions and recommendations.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE

This chapter contains review of the related literature to the study. It covers the following main areas; defining students' behavioral problems, types of students' behavioral problems, causes of behavioral problems in secondary schools and approaches to improve behavioral problems.

2.1 Defining students behavioral problems

Several scholars define to the word misbehavior on the availability where it is detrimental and subject on educators unconventional behavior. They choose words such as inappropriate behavior, disruptive behavior, and maladaptive behavior. Behavior is somewhat that an individual does that can be observed, measured, and repeated. As every secondary school has the capacity to describe in their own conventional expectations, there is no common set of behaviors that can be universally regarded as challenging (note this shares to discrete schools behavioral and not the grounds for interruption and exclusion which are set and communal to all government-run schools). The definitions of behavioral problems in secondary school students' life stage differ from culture to culture and from country to country which influences negatively for their future personality. Behavioral disorder/ BD talk about students who live with troubling and/or disruptive/ misbehavior that restricts with their personal and others' social activation and school accomplishment. Their behavior may be labeled acting-out exhibition/ or acting-in (showing removal and/or inhibition).

Many researches investigate the definitions and variety of student misbehaviors. For example, in the United Kingdom and Australia, scholars well-defined misconducts in the teaching-learning

process in the classroom as behaviors which are troublemaking to classroom order and cause distress to teachers, such as creating nonverbal noise, insubordination, moving without permission, laziness/ slowness, late coming, threatening others, aggression, mess, recklessness, and physical/verbal abuse (Rachel C. F. et al, 2012). While misbehavior in the school setting is commonly understood as disruptive and irregular behavior that unfavorable for teaching, and learning in classroom, it is worth mentioning that the prevalence of student misbehavior differs from school to school through societal cultures and traditions.

Most of the time unwanted behavior contains three variables in many circumstances those are; the student his/herself encircled in several problems, the setting further down which the situation going on, as well as the caregivers (Debruyne, 1983).

Acceptable behavior is the outcome of the genuine teaching learning process and entails from administrators to guidance counselors as well as to teachers, schools must institute high expectations for each student's whole personal development. These expectations must include messages of encouragement and means of support to help all students to succeed healthy. This indicates that schools that foster high self-esteem and promotes social and scholastic success which reduces the likelihood of emotional and behavioral disturbance.

Parents and teachers are supports in influencing education and achievements. According to the MOE (2003), there should be a formal agreement between them signed when a student joins to school in our country. At the movement, there is an informal understanding but it helps them to realize that their input, their cooperation and involvement as an essential. This agreement may contain deterrent measures, support at home, attendance at meetings in schools, approach of the school.

Unquestionably in all over the world particularly in government run schools the administrators and other teachers apply two techniques to handle their troublemaker students with in punitive/ plugged into discomfort and the other which is preventive. Recognized evidence intensely put forward that corporal/ physical punishment when continued from early childhood to the adolescence life stage, it becomes a major cause of behavioral problems, contains downheartedness, physical mistreatment of youngsters, et cetera ... Exponents of physical punishment are the estimation that it constructs personality, gives quick decrease or eradication of unwelcome behavioral configurations, even as at the same time it provide a grounding in respect for instructions and power... Studies, on the contrary, convey a diverse story (Maree, 1999 cited in I.J.Oosthuizen, et al).

Maree (1999 cited in I.J.Oosthuizen, et al) also focused the reality that emotional and psychological consequences of physical punishment may be just as dangerous as the physical impacts, and may involve out of self-image, rapid development of anxiety and fear, impairment to ego working, feelings of hopelessness and helplessness, emptiness and humiliation, enrichment of outlooks of violent behavior, damaging and self-destructive behaviors, a temporary care span, attention-deficit disorder, and impaired educational success. Apart from this, the administration of corporal punishment conveys the message that it is acceptable to express one's feelings of anger by hitting someone else. Naturally youngsters are imitators and they learn from contingencies through modeling; when they experience their parents trying to solve problems by hitting, they do not learn creative ways of solving problems. If parents beat them, they learn that bullying is acceptable and they start to hurt others smaller than themselves physically as well as verbally. This aspect has a most negative bearing on the formation of an ability to establish meaningful relationships.

2.2 Types of students behavioral problems

Numerous types of behavioral problems practiced permeate from side to side every corner of the secondary schools among the students. Some take place in the classroom, others within the school grounds, some others are carried out outside the school buildings.

The most frequently challenged behavioral problems in the view of teachers especially the fresh ones are; inconsistent attention, unwanted gesture creation, laughing, murmuring, inappropriate joking, chatting, and discourtesy (Charles, 2007). According to this view these may be taken as less serious misbehavior. However, he greatly viewed that in many schools the most distractive which create turmoil are cruelty, self-withdrawn, aggression, drug using, vandalism, disobedience, robbery, group fight and inflexibility.

Morongwa (2010) quoted in Yaba et al (2014) witnessed that three kinds of acting up which are considered as disciplinary problems for the teachers in the teaching space include; misbehaviors that extremely hamper the teaching-learning process by the students themselves, misconducts performed by single individuals which caused discomfort to other students in the class and behavioral problems which are impoliteness, rule-breaking or disobedience for their teachers. He added that, these misbehaviors can be committed intentionally or unintentionally.

Alidzulwi (2000) also, agreed that some schools have progressed into turmoil, since students shift to practice weapons such as firepower and knives in the school building. Cases have been reported learners stabbing their educators and principals with pangas (a large heavy knife used as a weapon for cutting vegetation) and they fight each other using these weapons (Yaba et al, 2014). It is groundbreaking to announce in this civilized society that all over the world students

behavioral problems observed in secondary schools but the intensity and their features may differ from country to country.

Furthermore, Selamawit (2012), count up distinctive homeroom or school wrongdoings or students indiscipline which are usually performed in homerooms, inside the school surrounding and outward school grounds, and on the way home-based to school and upcoming school to home. These are; whispering while the teacher is explaining, showing off ,eating during the school period, chewing-gum, throwing anything, talking back, passing notes to friends frequently, tardiness, irritating other children, obscenity, problem of attention concentration, laughing, dishonest, intentional devastation of school properties (sabotage), non-cooperation, carelessness in work, imprudence, crowding and pushing, lying, forgetful violation of regulation, impertinence, truancy, rudeness, discourtesy, profanity and etc.

Alemayehu (2012) discovers a lot of misbehaviors as well as the contributing features to students' troublesomeness. He distinguishes almost about 18 forms of normally practiced student's indiscipline from his study in his findings. From these which the first 5 are most sounding, this involves tardiness, absenteeism, cheating during examination, disturbing in the classroom, not doing homework's. The other categories include disrespecting teachers, rebellious among each other, extortion/coercion and calling teachers by their nick names, and defiance to the orders of their educators. School associated issues are lack of good leadership, absence of facilities, and big number of students, teacher's problem of personality and within poor teaching skills. From the researcher's personal day-to-day reflection, the kinds of abnormalities enumerated above habitually make happen by certain students and they have influenced negatively to the school climate.

2.3. Causes of Behavioral Problems in Secondary Schools

There are different causes for students' behavioral problems in secondary schools which include family, schools, environments, individual difference, brain injury, teachers, curriculum, peers, socio-economic and politics. But, this study focuses on the common causes which are related to family, schools, community, curriculum polices and peer groups.

2.3.1. School environment

Contemporary governmental echo determined that behavior was most exaggerated by a honorable school behavior strategy, approved and interconnected to the whole staff, authorities, learners, parents and caregivers, being regularly delivered by the school (House of Commons, 2011) cited in (Alison.W.et.al, 2012). Such type of programs should be clear to all staff members and applied within the school system. Supervision by the school leaders and involvement of parents as well as other concerned bodies are essential.

School leaders and parents must form trusting relationships to support children in attending school and behaving in an appropriate way that is conducive to learning and will enhance opportunities for themselves and their peers. In this, school leaders must be proactive (Campbell, 2011) cited in (Alison.W.et.al, 2012). Among the determinant Factors to the forms of behavioral problems in schools are the location of the school, the managerial skill of the administrative body, teachers quality and the age level of the students. Adolescent students particularly those performed misbehaviors usually advanced to incongruous or confrontational relationships on the side of teachers because it has its role to exaggerate behavior (Paul.C & Carmel.C, 2013). Based on this view learners occasionally attribute that educators may provoke to them by becoming impoliteness or using bad languages and they engage to make relations without a sense of

humor/ jokes. When behavioral problems happened, skillful teachers have ability to reduce its consequences by implementing on their lesson plan. They use physical gestures such as eye contact concentration with the troublemaking student or moving physically near to the scene of the disruption without any suggestion on it are rarely encourage to return into on-task behavior, without omitting the attention of the other students (Paul.C & Carmel.C, 2013). Over and above they stated also, students attention can be seem unconscious to these elusive gestures, the experienced teacher continued their concentration by curbing his or her voice, still without referring directly to the behavior of concern, or, to emphasize proximity, place a hand on, or lightly tap the table in front of the troublesome persons. But, when these important gestures are not successful, it is mandatory to communicate directly to the individual. Such type of arrangements usually has the role in preventing the stepping up of behavioral problems, and increasing the chance of a public peace. Indeed, prevention is usually preferred than cure, as a result teachers should understand the advantage of pre-plan for behavioral improvement in the secondary school life.

Gibbons & Gerrard (1995) quoted in (APA, 2002) concept stresses that youngster's jeopardy taking is a type of demonstrating and sentimentalizing mature behavior. Charles (2007,) identify, five types of teacher misbehavior should be addressed and eliminated; inducing fearfulness, denigrating students, being demanding and abrasive, presenting poor models of behavior, and not making classes interesting and worthwhile. This shows that when teachers misbehaved in any of such directions, it is important since they are either atrocious of dropping control or specifically lack awareness on how to apply positive techniques that performs well.

Hernandez (2004) believes that, most of adolescents behavioral problems in school originated from the school situation. Factors such as lack of whole-hearted collaboration among staff

members, students and teachers' inefficient smooth relationship, poor service providing of school guidance and counselors to facilitate the student desires as a consultant and students' moral may lead to the chaos. To maintain the school climate harmoniously on the adolescents' life stage, deliberately behavioral modification must exist. Everywhere in schools behavioral problems are hesitations, for instance, somewhere students act bullying among them, most of the time immediately parents can decide to transfer their child's to other innocent school. Students with behavioral and emotional difficulties either intentionally or not they invite for their teachers as a result they respond emotionally to the point of using positive/corporal punishment. Therefore the school negatively influenced to the creation and development of behavioral problems directly/indirectly in many ways. But teacher's should be open-mindedness and flexible to the rules and regulations of the school along with their ground rules.

Furthermore, Morongwa (2010), suggests the fact that some teachers especially those beginners have insufficient quality in class-room management and handling adolescent students with behavioral problems. Such types of professional's try to solve even psychological problems by using force and bad languages which exaggerates the individuals' problem. However, some teacher's develop distrust with their students' because they start to believe that harsh relationship leads to revenge desired responses. This may lead to students' sense of helplessness and hopelessness behavioral problems as well as poor teacher's personality. To Morangua a carefully planned class does not avoid behavioral problems while unsystematic, poor teacher's preparation, in behalf of having unacceptable problems, creates disorder.

Goldstein, et al (1994) put forward that, the quality of administrative and authority in a school staff could have an important impact on the unwanted behaviors on schools. They also, clearly

distinguish their view that, the size of the school surrounding can limit the feature of the problems, because those which have vast area are more at risk than small schools.

Hernandez (2004) realized that, behavioral disorder in school creates as the result of the school environment situation. The typical figures are maximum anticipation among school community, students and close relative student success, well-ordered rules and regulations of the school and homeroom seating and teachers moral may lead to effective handling of students. For that reason acceptable environment should be present within a school, some degree of desired behaviors must exist.

Any action of unfaithfulness from the school administrators leads to weakening to handle out adolescents behavioral disorders in schools and their entrance policy. Many of principals and the officers are found for admitting students with low requirements, while some admitting students above their available facilities and resources for the purpose of getting big grants from the government, while their counterparts in private schools too are bending admission policies in order to get high population for the purpose of money and not for the love of the work or to invest to the future of the children. The on-going set of students with bellow the entry fee desires that are creating obstacles for the school administrators because they become bristles in their flesh by setting new fire between students from side to side by initiation of disciplined ones into bunch of hooligans, criminals, via aggregating the amount of rabble-rousers in the school settings and even contributing poor result educationally.

2.3.2 Family context

Many studies viewed that family/caregiver structures contributed significant natural balance where youngsters' manner is disclosed, trained, reinforced, and curbed (Donna. H, 2014). Hence

the teenagers' responsibility in the parenthood has primarily been to get ready youngsters to adulthood life stage with in standards and accepted behaviors according to contextual norms of the society. Some scholars believe that the nature of the family background of an individual can be a cause for the development of behavioral problems in this life stage. They argue that students who come from broken home likely exhibited delinquency acts than those stable homes.

Charles (2007) strengthen that delinquent behavior which is a kind of misbehavior is highly linked with poor church participation, instability of settlement, individuality in urban life, unhappy family/divorce, employed mother, separation of parents and children, lack of proper parental monitoring, low parents work-place status and socio-economic in the society, defiant or anti-social parents temperament, incongruence of value agreement among parents and children frustration as well as with parents allocating fund to children and lack of parental advice to bright direction.

Donna. H (2014) have compared the influence of parenting behaviors and adolescent outcomes in step-families and intact families and found lower well-being among adolescents in step-families, which adolescents living in step-families report higher levels of internalizing and externalizing behavioral problems, inadequate academic success, and poor interpersonal relationship than their complements that were growing-up with both married biological parents.

Many research findings show parenting styles have great role on the adolescents behavioral problems especially; authoritarian, permissive and uninvolved types. Authoritarian types of parents' style are poor in directness but very controlling. It is connected with parents who give attention for compliance and conventionality and orders to act without any clear instruction in a harsh atmosphere.

Moreover, authoritarian parents follow inadequate sense of trust and inappropriate relationship between them; discourage open discussion and exhibits rigid handling.

Donna. H (2014) more in detail identified, vocal aggression and psychosomatic problematic control were found to be the highest disadvantageous of the authoritarian-distinctive, forcible power-assertive habits. Based on his view adolescents from most Caucasian authoritarian families have been found to exhibit poor social adaptations, low degree of self-confidence, and severe depression. Nevertheless, the negative side of authoritarian families parenting style differs according to the total society in which the teen lives.

Permissive types of parenting have a high degree of responsiveness and a very weak degree of demandingness. They have noninterventionist personality when they communicate with their teen-ager's wishes, compulsions, and reactions while discussing with their child/ adolescent about family concerns.

Moreover, according to Donna. H (2014) permissive parents are out of rules and regulations, unable to engage in behavioral modification, and set unstructured behavioral eagerness from their teenagers. He also suggested, surprisingly, permissive parents exhibit sudden cessation in intensive care once their children stretch to adolescence life stage and these children becomes puppet to expand their levels of externalizing behavior. Adolescents grow-up in permissive families' style exhibit higher occurrence of substance misuse, misbehavior in school, and poor participation and high negative internalizing to school obligations than others come from authoritative parents. Permissive parenting style is also exposed for lack of self-esteem and low personal encouragement with in his/her age level.

Several studies show that uninvolved type of child rearing style has the most adverse consequence on adolescent behaviors than the other two parenting styles. Those parents always unable to manage or control their child's activity and do not play their role on their child's self-realization. It is characterized by poor responsiveness and weak demandingness.

In general, uninvolved parents always have less engagement in the tasks of child rising and are frequently prefers as being neutral rather than facilitated the needs of their child's. Isolated parents are not interested to follow-up their children day-to-day activities and often they are closeness in the parent-child reaction; for that reason, often they participate in further externalizing behaviors (Donna. H, 2014). Based on him, For example, researchers found an association between isolated child-rearing style and antisocial acts oscillating from vandalism and minor stealing to physical attack and rape. Additionally, adolescents who have isolated parents practiced more alcohols and other drugs associated to adolescents who have convincing parents.

Rossouw (2003) quoted in Debisa. F (2015), regards the decline in behavior in most schools as originating from the communities rather than from schools. This idea stressing those parents in homes show carelessness, acceptance and admiration towards unconstructive government-run strategies besides towards teachers and some have a laissez-faire technique in the children individual ambition. Some other situational factors related to parental noninvolvement in schools that cause misbehavior are parenting, maltreatment, family violence, divorce, parental familial antisocial behaviors, teenage parenthood, family structure, and large family size, single parent homes, poor parental control at home, the negative impact of television, neighborhood and societal problems that home affected and assets mismatch at home and in the school.

Furthermore, Alemaehu (2012) cited in Tirunesh (2015) lists different causes of students' disciplinary problems. These are low income, large family size, and lack of offering love to children, little value to education and frequent conflicts and divorce. Moreover, other family concerned circumstances contain joblessness, poor life customary, illicit video show, and veranda/ sleep outdoors life, discouragement untrained effort and the ethnic group engaged in unqualified manual labor.

2.3.3. Educational Polices

Curriculum/educational policy are the general guideline in various activities that are going on in the school affairs and in numerous extra-curricular interactions in the school community. Consequently educational polices served as a principle in the hands of the teacher to understand his/her students based on the materials or instructions. If the educational policy is not fulfilled to the real life of the communities' interest, especially it should be influenced occupational career hope of the students towards their personality development.

In the research done by Olaitan (2013) cited in Tirunesh (2015) , it was discovered that learners participate in several practices of deviant behavior when the implemented curriculum is not capable to deal with them in some available opportunities for self-development and a sense of personal worth, and do not address the aims of that which are promoted by the society. According to this study students find other chances to satisfy their inner emotional state if they think that educational policies are unrelated and uninteresting. When the educational policies are unrelated to the requirements and attitudes of the students, their drive could be too low. For that reason, the national curriculum should meet more to the cultural ambition.

Research clearly indicates that many teachers usually want to cooperate smoothly for implementation of new curriculum when they are decided the requirement for replacement of the older by latest programs, with a high confidence that it has been comprehensively investigated, and accepted that it could be useful to secondary school teenagers (Hallam, 2009; Kennedy and Kennedy, 1996) cited in (Alison.W, et.al, 2012).

Significant government curriculum policies to students' needs also contribute to behavioral problems in school. Many educational policies are not met the demands of the children as we only come around with foreign educational policies that are not tested or that lack the implementation without viable facilities and equipment's to run the programs thereby giving room for the school to produce more drop outs (UNESCO, 2000).

In research done by Besag (1991) quoted in Debisa. F (2015) , it was ascertained that learners engage in several forms of deviant behavior if the curriculum and co-curricular activities are not able to offer them opportunities for self-development and a sense of personal worth and do not address the aims that are promoted. Further maintains that learners alternative to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Therefore deviant behavior usually occurs when the educational or curriculum policies which is delivered to students is unrelated to their inner ambitions and the wellbeing of their societies as a result it is not respected.

2.3.4. Community Related Factors

The community in which the adolescents' live and raises usually contributes pervasive direct social antecedent which has an excess influence on a behavioral establishment of youngsters. The young generation gain many views, beliefs, attitudes, morals, wisdom, knowledge, traditions

and other ancestral ceremonies from the village in which they participate. All the custodial values, which have been owned by youths, are also shared each other in school. Adolescents and their parents are encircled in a cultural habit that affects their personality. Principles and moral standards are transmitted to youngsters' via a lot of cultural traditions with full of humor.

Additionally rigorous social value of the environment in which adolescent's life can offer to them both accepted and unaccepted behaviors comprehensively. Those that are always believed because of endanger during living or forthcoming life and create about disruption immediately or in future. Scholars claimed that the communal and social civil services and institutions of the system shape the socialization practice of parents and school settings (Elliot et al, 1996).

Nevertheless, the influence of the societies, are not always in the negative way. The community in which adolescents found may be an advantage and used to higher school accomplishment, school-staff teamwork such as cooperation, safety prevention, and knowledge interchange may help to develop school objectives and influence students' behavior and understandings in school. Having awareness gives priority that various activities in the school life are not in disagreement with each other. For example, academic, sporting and artistic achievement is highly valued based our cultures and should be celebrated, but valuing an individual's achievement must never be confused with valuing the person (Paul. C, 2013). According to him, the principles and rules in schools should reveal within permanent and rational habits, so as to, for instance, over all accomplished students are not considered as a valuable than low achiever students, and offerings to the social harmony of the school community are appreciated equally with other areas of achievement. Therefore it is the responsibility of the school leaders to manage harmonious and full of encouragement to successes that all students make to the school climate lovely.

Jessor (1977) problem behavior theory specifically psycho-social development basis, secondary school students/adolescents fall into behavioral disorders if the three components of the theory which are the perceived environment system, personality system and the behavior system serve as instigations to proneness. According to him, the perceived environment system is the basis of the conceptual closeness or relation to the proneness problem behavior which includes low parental monitoring, high-peer models, inadequate parental follow-up and care, poor attachment between parent and peer point of view and low parent or guardian impact. In this theory the personality system include a decorated and interconnected set of persistent, socio-cognitive believes, prospects, directions and approaches to individual character and the social order that reveal learning from the milieu those triggers to problem behavior involves high social criticism and feelings of guilty, becoming extremely independence, poor academic success, poor self-image, greater disaffection and poor religiosity. While, behavioral system in the theory involves unconventional behaviors such as; drug use, unsafe matured sexual intercourse, smoking and over all deviant behaviors.

Youngsters who have not yet established a correct judgment about good behavior due to their age and communal traditions usually encircled to the behavior available nearby to them, which can be clarified in social learning theory. This theory shows that numerous conducts rise as a result of our perception by observing what others act, which is a core idea in knowing how teenagers or kids grow their full understanding of community responsibility and their logical sense of self identity in school (Long, 2000).

2.3.5. Peer pressure related factors

Peer group pressure can be well-defined as the insistence and motivation of the relative age level of persons to make self-individual and to do something. When youngsters become out of their parents in care centers, school, and the societal institutions at large, they start to create affections, and relationships bond due to their duration. In the secondary school life, peer groups transmit to solid bond life changes, mainly they encourage to devote more time with their age levels and they want to have less time spend with adults. Their communication during this time as well changes. Because of their adolescence life stage they like better to discuss about livelihoods and career developments within their elder siblings or parents, and they become fancy when chatting about sex and dating other intimacies with their peers.

Adolescents search to join peer groups who accept them even if the group is involved in negative activities which cause unwanted behavioral developments. The main emphasis of researches in adolescent peer relationships is the feature to which youngsters are influenced by their peer members.

Secondary school life stage/ adolescences life cycle is a bridge in human development characterized by new circumstances. Among the notable changes which happen during this transition life span is the increase of peer relationships in significance and influence. Building solid peer affiliations offer a framework not only for the achievement and preservation of friendships and friendship linkages but also it helps for the enlargement of key social participations, logical thinking skills, and responsiveness (Glen.G, 2009).

However Peer interactions or relations are not always positive, they may also have a role in the development of behavioral problems, such as low academic achievement, aggression, depression

and other social anxieties. Usually adolescence life stage has been exposed to a lot of risk factors to emerge the course of psychopathology. For example, it gives impression that the teenagers sex difference in occurrence of anxiety perhaps exclusively resembles high in young girls than in boys (Kessler, Mc Gonagle, Swartz, Blazer, & Nelson, 1993) as cited in (Glen.G, 2009).

If treatment strategies nothing else implemented adolescence is a period of vulnerability to life stressors for the development of psychopathology in the future. Epidemiological studies show those adolescents' prevalence rates in aggression and delinquency is high. For example, 36% of youths highly practiced in aggression in the previous years, 6.5% have supported a gun in the school setting, 19.3% have stolen somewhat of nontrivial importance (Centers for Disease Control and Prevention, 2006; Morris, Hemphill, Toumbourou, Catalano, & Patton, 2007) cited in (Glen.G, 2009).

Most of the time the concept of peer pressure shows the negative impact symptoms of that teenagers act in ways that go contrary to their values or ethical standards due to fear of claim by the peer group. Adolescents belong and abide by their peer group pressure and they observe as a means to obtain personal security. Academic achievement and good behavior of adolescent's are greatly influenced by the students who are mostly from their classmates and peer group because they spend most of their time together. It creates when the youngsters' experiences roundabout persuading to accept similar values, beliefs and purposes to practice in the same situations as those in the group.

Selamawit (2012) stated that secondary school students belong to groups which bring to bear great impact on their affairs, attitudes, discipline and success. On the other hand, she stated within their specific peer groups, adolescents develop positive concepts of sharing, obligation

and some other accepted habits. In contrast, the bond in peer group pressure could be responsible for acquisition the negative practices such as alcohol consumption, immorality and forcefulness.

Kiiru (2004) cited in Joshua.W (2013) argues that peer group pressure have a great impact for substance use further down the wrong believe that most substances arouse appetite in diet, rise strong suit and provide intelligence as well as courage to face life. So when the learners could co-operate with a peer that experiences such things, the students becomes misbehaved because bad company corrupts good morals.

Teshome (2013) perceived that, adolescents are eager to involve in shared doings and to interchange thoughts and actions with their age level. In the adolescence level, students faced for individual demands and social pressures. This ordered them to build a peer group. Inability to form group norms may lead to isolation and loneliness. This also pulls the affected learner mood becomes anxious and unhappy that contributes to behavioral problems in school.

2.4 Approaches' used to improve behavioral problems in secondary schools

This particular research focuses on the school community and what they can do to create positive interaction with their students and contributions to improve behavioral problems and positive thinking among students. This shows that in the teaching learning process the school staff should strive to aware the advantage of positive thinking for their student's future personality development. However, education performed in complex environments which are matters to a vast diversity of impacts. Therefore it is crucial to build solution focused approaches that administrator's and other educationalists have a duty to make sustainable operational change and facilitate human and other assets in this arena. Research shows effective school leaders

engage to formulate values and statement of promise to insure the behavioral-emotional welfare of all students and staff members.

Paul.C & Carmel.C, (2013) vied that, behavioral modification obliges to counting well accepted even if further than the universal 'mission statement' and should involve the rational and genuine vision of the feature of socio-emotional desires and responsibilities that schools can achieve. Based on the above idea, to protect the teenagers' behavior schools should implement effective mental health aspirations and continuing in consistent and coherent situations for students' accomplishment which is honored for the low achievers, and advantages for the increasing success of the school unity are appreciated correspondingly with extra success.

However, almost in all over the world many schools use an out-dated / traditional punishment which triggers the problem; include physical punishment/corporal and moral punishment to manage their students' behavioral problems. But in the current scenario such type of old-fashioned strategies never solve adolescents behavioral problems instead they have a power to create other difficulties or exaggerates for the prevalence of the ongoing problem.

Egwuonwu (2008), mention that, prior to the movement of democratic prominent system to education in the republic of South Africa, physical or corporal punishment was a recognized system to correct misbehaved students' in all provinces of the country. Based on him, corporal punishment was the most preferred approach by the school administrators in diverse degrees and this demonstrates how it is effective in making atmospheres contributing to the quick decrease of undesirable behavioral forms and ensuring learning.

2.4.1 Preventive approach

Preventive approach involves action taken to decrease the prevalence of behavioral problems earlier when they happened. In school, prevention measures are measures that are purposely used to students before the problem become serious doubt in their life. Prevention measures should be provided for the whole school community. But occasionally it will be provided to a small peer group of students or for single individuals.

School-wide prevention measures and events can decrease the prevalence of behavioral problems in the widely held of students. One notable strategy is teachers' respect for their students. It instills in pupils obligation by means of youth partnerships to interchange applicable rules, afford day-to-day easy opportunities for success and administer in-school suspension for non-compliant is pupils and the essence of good classroom teaching, the ability of teachers concern is genuine and better equipped with further education to create conducive environment that can mobilize the learners to pursue the curriculum and then can maintain that mobilization families and educators to support student success and will have positive effect (Debisa. 2015).

In schools teachers should designed operational classroom policies create outlooks, guiding principles and rules and regulations for behaviors starting from the first class in the academic year. Obviously clearing up guidelines is a vital constituent to prevent behavioral problems.

Bear (2010) cited in Beyene G (2015), supports the usefulness of an authoritative technique to restraint (as contrasting to an authoritarian or permissive technique) in prevention of behavioral problems. According to him, such type of teacher sets high standards and hold high expectations: enforce rules and standards to sustain, fair, and consistent manner; and encourage independence by facilitating students' active participation on discussion regardless their behavior. Therefore

authoritative teachers applied punitive and reactive methods in order to develop the likelihood of students' observable suitable behavior with their permission rather than reluctantly.

The main purposes of preventive behavioral problems are to provide positive interferences to latent troublesome behaviors by openly clarifying to learners' desirable and undesirable behavior. In addition to that the relationship of parents and teachers has more benefits for both parents and students with whom they operate. School managers and teachers should have to encourage and facilitate the touching base/communication of parents to school.

Besides, Eshetu (1992), added that, teacher is the only who delivers class room behavioral improvements by pleasant and attractive events to his/her students. If, students are assumed to act some type of activities which contains their contextual real life, they will be very ambitious and achieve it with desirable behavioral development. Positive behavioral development in adolescents is the out-come of leading or supervising ambitions, desire's, requirements or well-being's for the sake of acceptable behavioral enrichment in the pluralistic society.

Always behavioral problems should be the issue of school managers, teachers, parents, society and the students also. Above all, teachers have to interact actively with students behavioral problems including in their daily lesson plans. But, usually these misbehaviors will not cause major distractions. On the other hand, even mild behavioral problems have a power to disruptions if not resolved. Severe troubles like hostility and dishonesty have been ignored because they need more intervention strategies. The most valuable idea about behavioral problem is the former can avoid a child from interfering and the practice more likely a major problem will not happen.

The role of leader's to handle behavioral problem is also crucial. Morongwa (2010) viewed that, many teachers have been increased in more dictatorial orders and so, have less leadership abilities well-matched to modern democratic community. Therefore it is, significant that teachers should train to prepare themselves with leadership styles which will help them to manage today's adolescence. Simply this show, the problem of school and classrooms administration should be began and clear that; the school environment should be conducive to fruitful education.

2.4.2 Supportive Approach

Supportive approach may help to protect mild behavioral problems from rushing into obstacles that will interrupt the normal teaching-learning process. Alyssa. R (2012) viewed, teachers engage in sympathetic strategies by deep understanding their class and reacting properly when pupils come to be impatient, agitated or otherwise deviated from the learning attention task. Many students need only a minor aide memoire that what they should be doing, thus supportive techniques prevent minor behaviors from ever-increasing and requiring remedial healing process. Among the supportive strategies those teachers include in their daily lessons are; with-it-ness and scaffolding.

In many secondary schools with-it-ness is a technique that teachers applied consciously for their misbehaved students and to control the ongoing activities, also recognized 'the presence of eyes in the back of their head. According to, Alyssa. R (2012) with-it teachers know their classes well (i.e. their students' strengths, weaknesses, interests and learning styles) and are able to read their class and know when to change teaching techniques or challenge their students to maximize student attention and engagement in the learning activity.

Modeling is another strategy which scholars believe that it is influential for restructuring behavioral problems among the students. For instance, Davis-J (2000) cited in Yaba (2014), claimed that teachers are not always modeling positive behaviors. According to him, she stressed that part of the role of the teacher is to model the behaviors of positive self-concepts and respect for others and to establish importance of academic achievement.

On the other hand, changing the scaffolding of teachers helps to develop the students teaching learning process throughout their class. This can be performed either on the ongoing class or at the end of unit plans, based on the level of reform required. Alyssa. R (2012) suggests that, by modifying the scaffolding provided when required, teachers ensure that their students are able to complete the tasks required of them (e.g. if activities end up being too hard, increasing scaffolding to enable students to help finish their activities, and reducing the amount of scaffolding if students find their tasks too easy). Beside this other supportive strategies are; non-verbal cues, tactical ignoring, wait-times, name-dropping, selective attention, mobile monitoring, whisper technique and proximity.

2.4.3 Corrective Approaches

Corrective behavioral improvement tactics are practiced when there has been an activity of disorder in the class or school standards or the incidence of exceptionally troublemaking behaviors.

Indeed, there is a change from punitive to training or teaching approach in the improving of student undesirable behavior. In this part, expulsion or suspension from school environment is also used as a technique of improvement strategy but it is out-dated option. The ability to

interrelate smoothly and positively with the school community is important in social building at school, at home and at other social institutions.

George. B (2000) specified zero-tolerance technique to disobedience and acting up completely give emphases in school discipline management by physical punishment, interruption, exclusion, unconventional education, and clear persistent guideline of student monitoring behavior. According to him although certainly more positive, programs that simply replace such punitive techniques with the systematic school wide.

Affording appreciable rewards for accepted behavior, regardless of grade level or individual needs and without any expectations of other approaches that promote self-control, fail to teach students skills that will promote appropriate and independently guided behavior. To improve adolescents' behavioral problems teachers need to build a ground where positive relations are the model and coercive out-comes are reduced. Several studies show coercive or punitive grounds usually encourage severe behavioral problems. Usually corrective method have a great power to eliminate the unwanted behavior immediately, assured consistent peace and regulation on the staff members, coach for learners the forbidden behaviors in their school ground, increase negative self-identity (self-image), shrink peer group cooperation work, create removal (isolation, absenteeism and departure), makes cause aggressor (against the right of other individuals), enormously it deeply teaches learners to react in cruel way and can polluted the normal student-teacher affiliations.

Punitive techniques are various forms of punishment range from unpleasant verbal reprimands, "the evil eye," proximity control (i.e., standing near the student) and purging freedoms unpleasant punishments which are detention, warning, expulsion and removal to change the

handling management in the teaching process program, with a slight involvement of corporal punishment (George. B, 2000). Consequently, replacement strategies are chosen to accomplish the same objectives as punitive approaches however emphasis on training or consolidation wanted manners that might replace the unwanted manners. Prevalent replacement approaches include direct education/instruction, positive reinforcement, modeling, peer problem solving, conflict resolution skills, providing guidance and counseling service and annoyance management training programs.

CHAPTER-THREE

RESEARCH METHODOLOGY

This chapter focuses research method, location of the study, target population, sample and the sampling techniques, instruments, data collection and data analysis.

3.1 Research Design

This study used descriptive survey design. The researcher prefers descriptive research because it focuses on explanation of the state of concerns as it occurs. As Kahn (1993) deep-rooted, descriptive survey design is applicable to describe circumstances that happen, estimations held, procedures that are going on, mainly to describe the data and characteristics about what is being studied.

3.2 Study Site

From the researchers intention Arada sub-city selects as a study site because either its location or not secondary school students have serious behavioral problems. This sub city is one of the 10 sub cities of Addis Ababa City Administration. It is located in the central area of the city, and it borders with the districts of Gullele in the north, Yeka in the east, Cherkos in the south and Addis Ketema in the west. According to the census, 2011 its population was 321,134 in area of 10.64 square Kilometer. In Arada Sub City there are 8 governmental secondary schools. Among them 6 high-schools (9th and 10th) whereas the other two preparatory schools (11th and 12th).

3.3 Target population/participants of the study

Target population shows the total part to which scholars are concerned in oversimplifying the inferences. The target population of the study was students, teachers, principals, deputy head teachers and school counselors of the selected secondary schools in Arada Sub-City in Addis Ababa City Administration. The principals were purposely selected for in the study since they are administrators in their institutions. The deputy head teachers were selected for the research as they close to the misbehaved students and like the same incident with the school counselors that play a great role in managing misbehavior circumstances. It is obvious that teachers performed teaching, learning and the regulatory activities. So they are always with students in various diverse activities. Their involvement was useful because they are knowledgeable with in the content of the study and they could provide worthwhile data regarding the study. The students themselves had been ones who were part of the study.

3.4 Sampling technique and sample size

3.4.1 Sampling technique

Sampling is one of the main techniques of research. Individuals like Orodho (2005), viewed that sampling is the procedure of picking a sub-set of cases with the aim to draw conclusions roughly for the total population. For this study, random sampling technique had been used to select 3 schools from the eight secondary schools. Indeed, there are many ways to obtain a simple random sample but, for this study the researcher prefers lottery method that's each school members were assigned unique number then the numbers were placed in a bowel and thoroughly mixed, then the blind-folded selects the wanted numbers.

In addition to this the sample students were selected with the help of class room teachers by using the attendance. Principals, deputy head teachers and school counselors were selected by using available sampling method but homeroom teachers were selected by purposive sampling method, whereas the students were selected over and done with stratified random sampling techniques classified based on grade. In order to get clear data from different strata, stratified random sampling technique is believed to be more preferable in the sub-city.

3.4.2 Sample Size

Sampling is concerned with the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population. Thus, it has two advantages that the cost is lower and data collection is faster than measuring the entire population. From the target population, the researcher used all the principals, Deputy Head teachers and school counselors from the 3 sampled schools. But from the total school administrators only half of them were available for the study. All home-room teachers from each school and 5% from the total number of students with their grade levels were selected in the study. Gay (2006), have advised that if, the population is too large 5% is preferable. After this decision, the researcher distributed 236 questionnaires to 236 students. From these 220 well-finished questionnaires were returned back. However, among these 16 questionnaires were inadequate/unfinished data were rejected. Therefore, 220 completed questionnaires were deliberated.

Table 1: Participants of the study (N=291)

Name of school	Students			Teachers			Administrators			Counselors		
	Q			Q			I			I		
	TP	SP		TP	SP		TP	SP		TP	SP	
	B	M	F	B	M	F	B	M	F	B	M	F
Betelhm secondary school	1080	26	28	15	11	4	4	4	-	2	2	-
Meskerem secondary school	1040	25	27	13	10	3	4	4	-	1	1	-
W/ro Kelemeworq preparatory school	2600	61	69	32	25	7	4	3	1	2	1	1
Rejected	-	12	4	-	-	-	-	6	-	-	-	-
Total	4620	100	120	60	46	14	12	6	1	5	4	1

Q= Questionnaire, I=Interview, TP=Total Population, SP= Sampled Population, B=both male and female.

3.5. Data Collection Instruments

To gather the required data, the researcher administered questionnaire and interview.

3.5.1. Questionnaire

For collecting data, the researcher was administered closed ended questionnaire for both teachers and students. Since a questionnaire is self-administrated, it can be given to large group of respondent's in a short period of time. In this case, open ended items were first prepared in English and translated into Amharic to be filled in by students. Amharic used for data collection in order to solve language difficulties to understand the questions. The questionnaire contained four sections; the first section was about the respondents' background information. The proceeding part was about the types of students' behavioral problems in the selected secondary schools. The third part of the questionnaire was about causes of students' behavioral problems in the schools, which was related to the school, family, teachers, community, peer group pressure influence. The last section aimed to gather on the establishment of clear techniques and methods to decrease and change students disruptive behaviors in the selected secondary schools. Usually Questionnaire is a research instrument if large number of participants is wanted to participate in questions prearranged instruction. Response alternatives were given in the form of Likert-Scale. To use more alternatives, a five point scale was applied. Every item in the questionnaire was designed in positive statement. The scores show that, 1= never 2= rare 3= undecided, 4= often 5= always and 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree.

3.5.2. Interview

In this particular research, the researcher used semi-structured type of interview to strengthen the data which gained from the questioner. The instrument was useful to collect data from the

school principals, deputy head teachers and school counselors. The aim of the interview was to enhance and elaborate the depth of the information gained from the questionnaires.

3.6 Pilot study

The researcher performed a pilot study in Yekatit 66 secondary school for a length of two weeks. The school of the pilot study was not included in the main study. Based on Orodho (2005) validity is focused with forming whether the instrument content is quantifying what it is made-up to measure. The pilot study involved 25 respondents among them 20 students, one counselor, two teachers and two administrators (one principal and one vice-principal). The respondents were requested to gage and report on the simplicity of content and the vague of items. While that they were also requested to give their recommendations concerning the items in the questionnaire.

3.6.1 Validity of the Instrument

Validity is a range to which a tool measures what it is expected to measure and carry out as it is intended to achieve. Orodho (2004) viewed that validity focused with creating whether the inquiry form content is measuring what it is made-up to measure.

3.6.2 Reliability of the instrument

In this research the researcher prefers test retest method to ensure the reliability of the research instrument. Because it helps to show deficits in the questionnaires that should be identified already before the concrete study. Therefore the researcher managed the questionnaire to a group who were not participants in the actual research. Then equivalent questionnaire was prepared for

the group, two weeks later. Lastly correlation coefficient applied to compute for the acquired two scores using Pearson's Product Moment Formula and the result was .726.

3.7 Data collection procedures

The researcher obtained approval from Addis Ababa University to conduct the research, and then the researcher visited the sampled schools and seeks permission in writing from the school principals. On the actual visit to the sample school the researcher created rapport with the staff members and with the students with their outlook of verbally explaining the purpose of the study and administered the questionnaires.

3.8 Data Presentation and Analysis

In this particular study the raw data which were gathered from open ended questionnaire categorized, tallied and systematically structured to statistical package of social sciences for analysis. Quantitative and qualitative data analyzing strategy was applied. In short, it involves cross-tabulations, frequency, percentages and Weight Mean was applied.

Furthermore, organizing the data based on the purpose of the research and labeling similar findings were also the main part of the data analyzing process. Likewise, the data gathered from open ended items, data gained from interviews were interpreted qualitatively. Because it is real for several truths which are deep-rooted in the individuals understanding, the aim is to perceive the intent of the situation. Consequently, it is applicable to describe the participants' belief, perceptions, attitudes, observations and events, from the information gathered. Finally, the findings were compared with the findings of others.

CHAPTER-FOUR

Data Presentation, Analysis and Interpretation

This section focuses on the outcomes gained from the questionnaires and from interview guide. The questionnaire of this study was focused on the demographical data, the types and causes of students' behavioral problems as well as the approaches to curb the problem.

4.1. Participants Demographic Data

Demographic data on participant students are classified based on age, gender, grade level and family background. Participant counselors contain gender, age, educational level, previous experience in the field of education, and experience as guidance and school counselor. Data on participant teachers was classified by age, sex, educational level and work experience. Finally, school manager's demographic data take their current position and year of experience into consideration.

Table 2: Demographic Data on Students (N=220)

Variable	Variable description	F	%
sex	Male	107	48.6
	Female	113	51.4
	Total	220	100
Grade level	12th grade	58	26.4
	11th grade	59	27
	10th grade	52	23.6
	9th grade	51	23
	Total	220	100
Age	<17	19	8.6
	17 – 19	121	55
	< 20	80	36.4
	Total	220	100
Family conditions	With both parents	73	33.2
	With single parent	69	31.4
	With guardians/ relatives	54	24.5
	By themselves	16	7.3
	Others	8	3.6
	Total	220	100

Table 2 shows that there is very slight variety in terms of respondent's sex. Consequently the highest number of students who participate in the study were 11th grade students because their proportional size which is (27%) followed by the 12th grade students (26.4%). The largest participant numbers of students were 17-19 years old (55%) and above 20 years old (36.4%). Above all the table shows that 31.4 % of the students live with their single parent, 24.5% lives with guardians and 7.3% of them by helping themselves without any service provider. Meanwhile that 3.6% of them also lives with others.

Figure 1 students family condition.

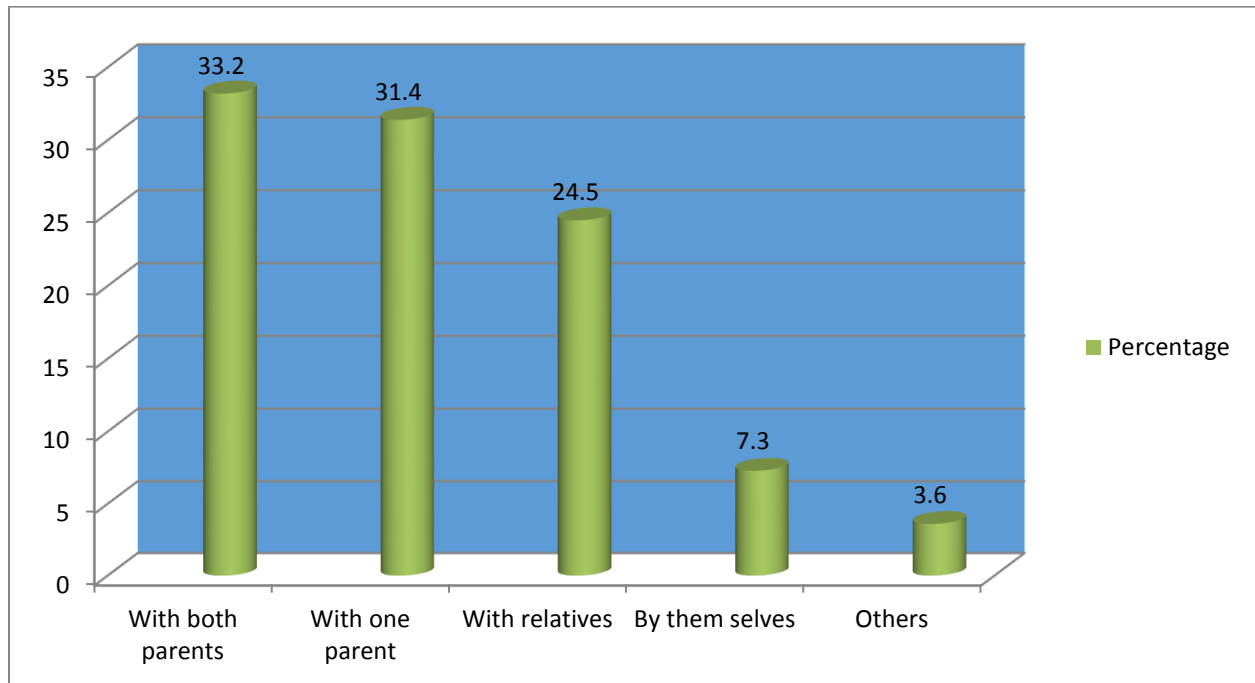


Table 3: Background of the teachers (N=60)

No's	Variables	Teachers		
		f	%	
1	Sex	Male	46	76.7
		Female	14	23.3
2	Teachers age	20 – 25	-	-
		26 – 30	5	8.3
		31 – 40	38	63.3
		Above 40	17	28.3
3	Educational level	Diploma	-	-
		Degree	56	93.3
		Post-graduate	4	6.7
4	Work experiences	1 – 5	13	25
		6 – 10	27	45
		11 - 15	11	18.3
		16 – 20	6	10
		Above 20	3	5
5	Home room teachers grade level	Grade 9	12	20
		Grade 10	16	26.7
		Grade 11	19	31.7
		Grade 12	13	21.7

The above table shows, among 60 participant teachers, 46 (76.7%) of them were males and 14 (23.3%) were females. The number of male teachers were huge than females'. When to come to the teachers' age from the table above, 63.3 % of the participants in the study was in the 31-40 age level. This clearly revealed that most of the teachers are found in the productive age level because they are youngsters. Whereas the other experienced teachers (28.3%) were above 40 years. Those individuals have more duties to share their experience to the youngsters. The respondents' educational level as observed from the table above, 56 (93.3 %) of them were degree holders and 4 (6.7%) of them were post-graduates. This reality shows that all of the teachers were above degree holders which may have potential to change their students if, they are dedicated and helped by the school community. Furthermore they have responsibility to solve

the problems face by their students if they are encouraged by the managers and other delegated officers. Consequently, problem solving skill in the school could be achieved.

Figure 2 teachers educational level.

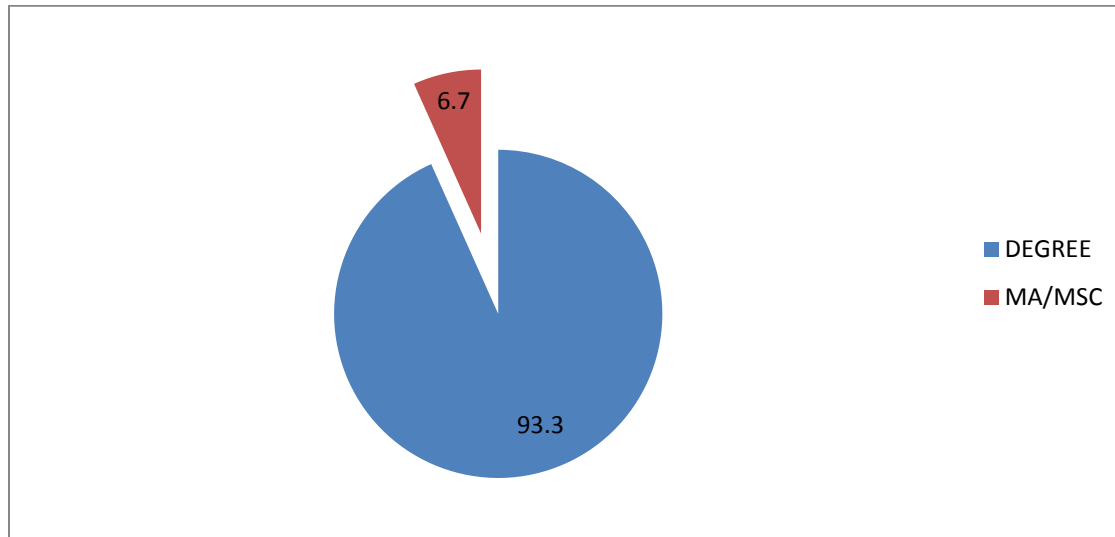


Table 4: Background Data on Counselors (N=5)

Variable	Variable description	F	%
Gender	Male	4	80
	Female	1	20
	Total	5	100
Age	25-30	1	20
	31-40	3	60
	Above 40	1	20
	Total	5	100
Educational level	MA	2	40
	Degree	3	60
	Total	5	100
Field of study	Psychology	2	40
	sociology	1	20
	Special need	2	40
	Others	-	-
	Total	5	100
Work experience	1 - 5	-	-
	6 - 10	3	60
	Above 10	2	40
	Total	5	100

F* =frequency

Table 4 shows that most of the school guidance and counselors are males which are (80%). When to come to the age level of the respondents 60% of them lies between 31 – 40 age categories, hence that they found in the productive age level. According to the table, also above half of the respondents 60% studied their MAs and degrees from special needs and sociology. Due to, this circumstance these professionals may lack deep understanding about counseling theories and counseling communication skills when to provide guidance and counseling healing service to improve the adolescents behavioral problems. But the respondents are more experienced with in the profession because 60% and 40% have work experience 6 – 10 and above 10 years respectively.

Figure 3 school guidance and counselors field of study.

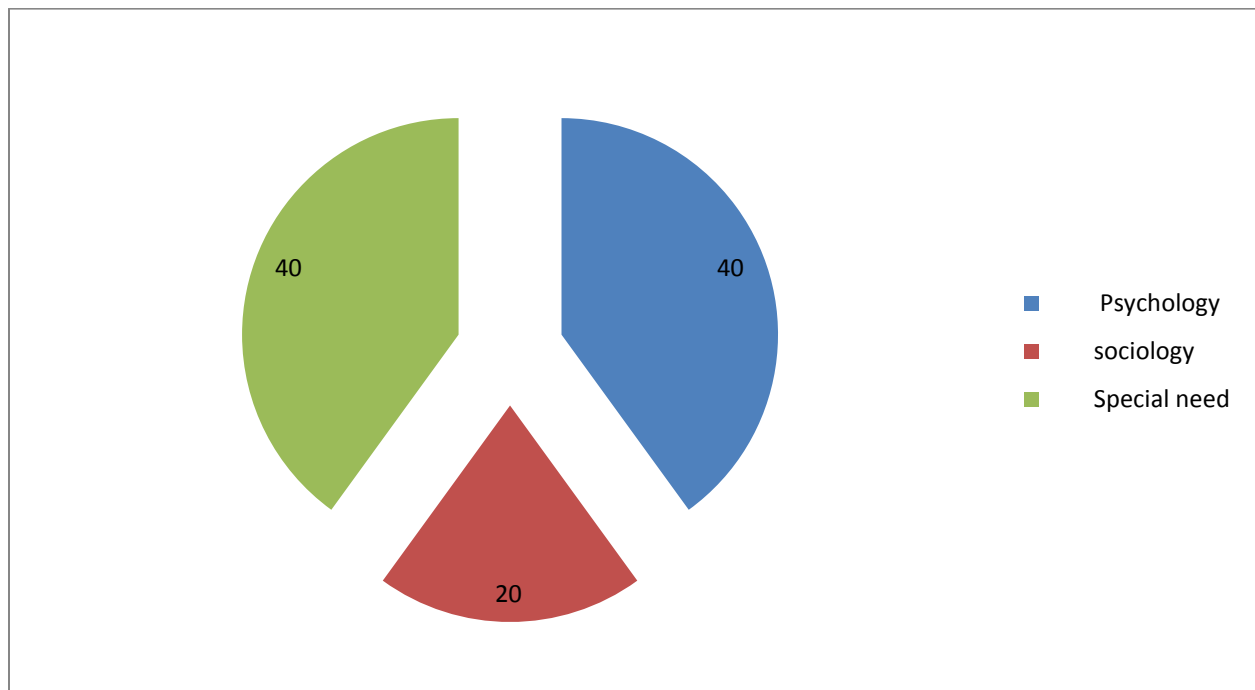


Table 5: Demographic data on the school administrators (N =6)

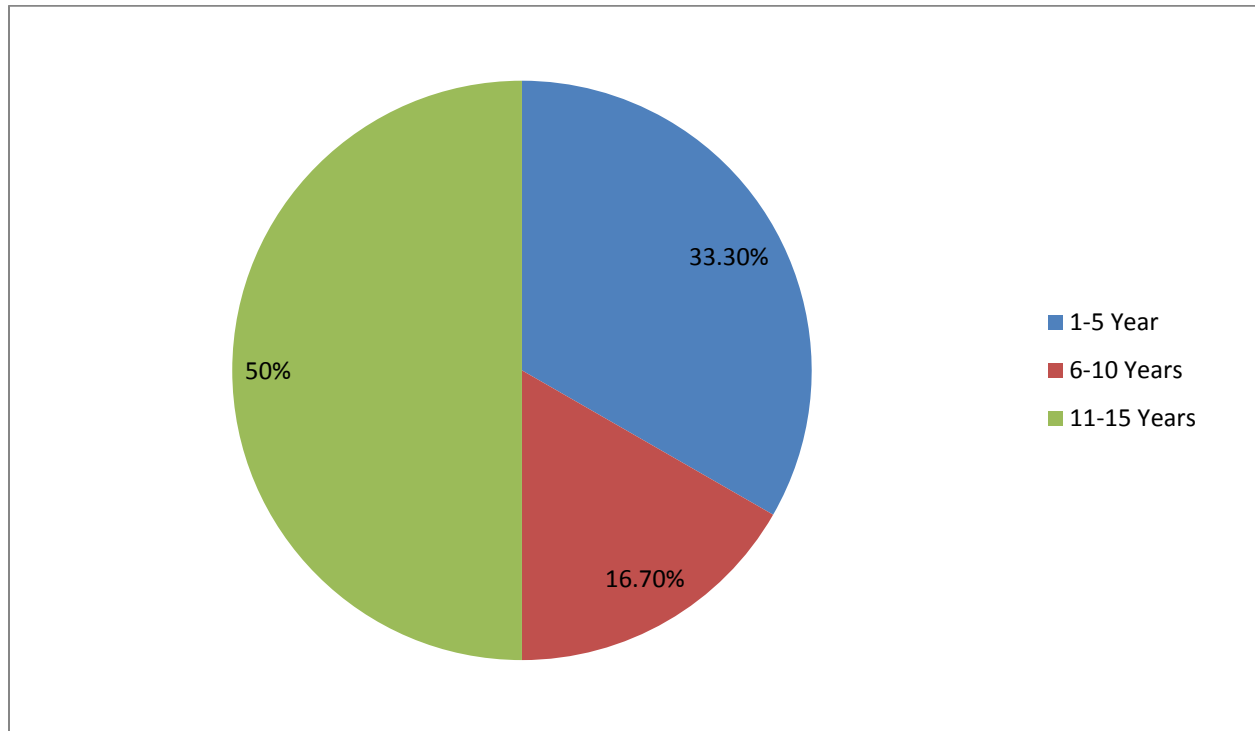
No's	Variables	Respondents		
		F	%	
1	Sex	Male	5	83.3
		Female	1	16.7
		Total	6	100
2	Age	20 – 30	1	16.7
		31 - 40	2	33.3
		41 - 50	2	33.3
		Above 50	1	16.7
		Total	6	100
		MA	2	33.3
3	Educational level	Degree	4	66.7
		Diploma	-	-
		Total	6	100
		1 - 5	2	33.3
4	Year of experience in the position	6- 10	1	16.7
		11 - 15	3	50
		Above 16	-	-
		Total	6	100

F* = frequency

Table 5 shows that, from the 6 respondents in the study, 5 (83.3%) of them were male meanwhile that only 1 (16.7%) of them were female. Based on this data, one can generalize that most of the schools have male administrators. The table above indicates that 2 (33.3%) of the respondents were found between 31 to 40 years in the category. However, the other 2 (33.3%) of them were also in the age category of 41 to 50 years. In this age category the administrators are more energetic and experienced to perform their responsibilities and duties than the other aged and younger leaders. On the other hand, elderly leaders (51 to 60) years are extremely rare, that is, just 1 (16.7 %) of the whole administrators. It is unquestionable they are very experienced and full of humor to handle the adolescents day-to-day life difficulties. Whereas the leaders educational level, 4 (66.7 %) of them were first degree holders but 2 (33.3%) of them was MA holder. The respondents year of experiences, 2 (33.3 %) of them have 1 – 5 years and 1 (16.7 %)

of them have 6 – 10 years' work experience while the other 3 (50 %) of them have 11 – 15 years in the position.

Figure 4 administrators work experience.



4.2. Students Behavioral Problems in Secondary Schools

This part of the chapter contained presentation, discussion, analysis and interpretation of the collected data from selected secondary schools by the help of questionnaire quantitatively. More over the data gathered from some structured interview were qualitatively interpreted to strengthen the information gained by the questioner. According to the intended research questions that the study planned to answer, the concerned data were subscribe just as follows: the types of students behavioral problems in selected secondary schools, their main causes and the approaches applied to improve them.

4.2.1 the most common types of students' behavioral problems in the selected secondary schools

There are many types of students' behavioral problems in secondary schools. Among them such as aggression, argumentative, destruction of property, anger outbursts, oppositional/rule breaking, substance related problems, absenteeism, late coming, stealing and bullying. These psychological/ behavioral problems are presented and analyzed in the table below. Frequency, mean, percentage and weight mean were used to analyze the quantitative data to students and teachers. The Likert scales set-up was: 1= never 2= rare 3= undecided, 4= often 5= always.

Table 6: types of student's behavioral problems in the selected secondary schools

No's	Items	Respondents	Responses										WM
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Aggression/ showing hostility toward others	students	38	17.3	29	13.2	35	15	73	32	47	21.4	3.28
	teachers	9	15	11	18	8	13	19	32	13	22	3.27	
2	Oppositional/ rule breaking problems	students	22	10	30	13.6	30	14	67	31.5	71	32.5	3.61
	teachers	5	8	8	13.3	11	18	17	28.3	19	32	3.62	
3	Conduct problems	students	28	12	23	10.5	34	15.5	83	38	52	24	3.49
	teachers	2	3	6	10	5	8	22	37	25	24	4.03	
4	Vandalism	students	39	17.7	68	31	69	31.3	29	13	15	7	2.62
		teachers	13	21	19	32	25	24	3	5	-	-	2.3
5	Anger outbursts/irritable mood	students	44	20	52	24	79	36	32	14	13	6	2.63
	teachers	12	20	21	25	22	36	4	7	1	2	2.35	
6	Substance related problems	students	9	4	29	13	47	21.4	87	39.5	48	22	3.69
	teachers	4	6.7	8	3.3	5	8.3	29	48.3	14	23.3	3.68	
7	Argumentative/defiant disruptive behavior	students	7	3.2	26	11.8	33	15	115	52.3	39	17.7	3.69
	teachers	-	-	3	5	12	20	27	45	18	30	4	
8	Stealing of property	students	42	19	53	24	93	42.3	21	9.5	11	5	2.58
	teachers	18	30	11	18.3	24	40	5	8.3	2	3.3	2.37	
9	Inattention/day dreaming	students	21	9.5	24	11	44	20	86	39	45	20.5	3.5
	teachers	-	-	4	6.7	7	11.7	25	41.7	24	40	4.15	

10	Being lateness to class/late coming	students	-	-	-	-	22	10	137	62	61	28	4.18
		teachers	-	-	-	-	3	5	34	57	23	28	4.3
11	untruthfulness to others	students	20	9	42	19	43	20	79	36	36	16	3.33
		teachers	-	-	7	12	20	17	25	41	18	30	3.9
12	High rate of absenteeism/truancy	students	-	-	10	5	32	14	132	60	46	21	3.97
		teachers	-	-	-	-	16	27	37	61	7	12	3.85
13	Dress code violations	students	-	-	8	3.6	40	18.2	130	59	42	19	3.94
		teachers	-	-	4	7	9	15	38	63	9	15	3.82
14	Bullying	students	27	12	42	19	39	18	64	29	48	22	3.33
		teachers	6	10	11	18.3	8	13.3	26	43.3	9	5	3.33

F*=frequency, WM* = weighted mean,

According to table 6 the most common types of behavioral problems observed in the Arada sub-city are late coming (4.18, 4.3), absenteeism (3.97, 3.85), dressing code violations (3.94, 3.87), argumentativeness (3.69, 4), and inattention (3.5, 4.15) from the weighted means of students and teachers respectively.

The data collected from the school administrators via interview habitually late, stealing school and students property (usually mobile, text books and plasma devices), carelessness/ aimlessness, dress violations, absenteeism and living the school without any permission, problem of disobedience for the rules and regulations of the schools as well as teachers order, quarreling with teachers and with themselves, using mobile chats, games and prone in class, problem of politeness or poor respecting for their teachers, cheating and inattentiveness when teachers teach are the frequently observed behavioral problems.

The data gathered from the school counselors are late coming, truancy, cheating during exam, creating conflict in groups, unwillingness to do home works and assignments and poor interest to attend class are the most observed behavioral problems in the selected secondary schools.

Based on table 6 the moderately happened behavioral problems are; conduct problems (3.49, 4.03), substance use problems (3.63, 3.62), oppositional problems (3.61, 3.62), untruthfulness problems (3.33, 3.9) and bullying problems (3.33, 3.33).

In addition to that the least observed behavioral problems in the selected schools according to the table are aggressiveness (3.28, 3.27), irritable mood (2.63, 2.35), stealing (2.58, 2.37) and vandalism (2.62, 2.3) from the value of weighted means from students and teachers respectively. Generally the data collected from the questionnaire in somehow contradict with the information come from the interview par. Which means from the view of school administrator's vandalism and stealing are the most observed behavioral problems but in the view of students and teachers they are less practiced.

4.3. Causes of students' behavioral problems in secondary schools

There are various relevant causes for students' behavioral problems in both secondary schools. But this particular study focused on five key factors that are associated to family, teachers, school and administrators, curriculum, and peer group pressure.

Table 7: Causes of students' behavioral problems related to family

N o	Items	Respond ents	Responses										4+5
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	Lack of parent monitoring on students everyday actions	Students	148	67	51	23	13	6	8	4	-	-	90
		Teachers	43	72	10	16	7	12	-	-	-	-	88
2	Absence of open discussion at home	Students	126	57	79	36	9	4	6	3	-	-	93
		Teachers	31	52	19	32	2	3	5	8	3	5	84
3	Childhood maltreatment	Students	97	44	73	33	23	11	20	9	7	3	77
		Teachers	19	32	21	35	9	15	6	10	5	8	67
4	Family low socio-economic status	Students	161	73	39	18	12	6	5	2	3	1	91
		Teachers	41	68	10	17	5	8	4	7	-	-	85
5	Students who come from addicted family	Students	13	6	23	10	154	70	29	13	11	.5	16
		Teachers	3	5	7	12	38	63	8	13	4	7	17
6	Low educational back ground of family	Students	34	16	25	11	138	63	21	9	28	1	27
		Teachers	11	18.3	8	13.3	33	55	5	8.3	3	5	22
7	divorce or death of parents or one parent	Students	163	74	39	18	16	7	2	1	-	-	92
		Teachers	47	78.3	8	13.3	4	7	1	2	-	-	92

Notice that 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, 4+5=strongly agree and agree.

Table 7 shows that items 1 and 2 which are lack of parent follow up on students' day to day activities and loosing of students' freedom to express their feeling at home agreed by the respondents 90% and 93% for students and 88% and 84% for teachers respectively. According to table 7 the participants believe that parental day-to-day follow-up and students out of freedom to express their feelings at home are the main causes of adolescents' behavioral problems in both secondary schools.

The data obtained from the interview part shows many students come from single parent, low socio-economic status, and low educational background and from substance users such as alcohol, chat and cigar. Above all the data collected from vice principals and school counselors deeply show that parents are too careless to follow their children, even if the schools calling them to discuss with their children current problems but they are unwillingness. Due to this poor parental responsibility youngsters start to merge with other misbehaved individuals and with other unwanted societal circumstances. Furthermore, the interviewees assured that parents of the participant schools lacks clear, direct and open discussion instead they apply rigid parental control.

Item 3 childhood maltreatment shows that 77% students and 67% teachers agreed that it can be a cause for the secondary school students' behavioral problems. Whereas items 4 in table 7 which is low financial back ground of the family shows that 91% for students and 85% for teachers respectively agreed as a main cause for adolescent students behavioral problems.

From table 7 items 5 and 6 which are students who are come from addicted family and low educational back ground of family 70% and 63% for students 63% and 55% for teachers rated undecided respectively. Based on the data from table 7 the respondent of the study prefers becoming neutral in their response as a cause.

Respectively, for item 7 divorces or death of families or one of the family, 92% of the students and 92% of the teachers without any significant difference agreed on the existence of divorce/death of parents which harms the student's life hugely.

Table 8: Causes of students' behavioral problems related to teachers

N o	Items	Respond ents	Responses										4+5
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	Absence of consistent preventive and supportive measures by teachers	Students	118	54	82	37	13	6	7	3	-	-	91
		Teachers	27	45	22	37	5	8	4	7	2	3	82
2	Absence of role model on the side of the teachers	Students	93	42	74	34	41	19	7	3	5	2	76
		Teachers	29	48	17	28	10	17	4	7	-	-	76
3	Lack of awareness about the problem	Students	108	49	62	28	22	10	18	8	10	5	77
		Teachers	28	47	18	30	11	18	3	5	-	-	87
4	Failure to integrate methods and contents with abilities and needs of students	Students	51	23	39	18	122	56	5	2	3	1	41
		Teachers	9	15	7	11.6	31	52	7	11.6	6	10	27
5	Absence of collaboration with administrators/guidance and counselors	Students	145	66	61	28	11	5	3	1	-	-	94
		Teachers	39	65	13	22	3	5	5	8	-	-	87

Notice that 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, 4+5=strongly agree and agree.

According to table 8 the major causes of secondary school students behavioral problems related to teachers are poor collaboration (94, 87), lack of consistent preventive and supportive measures (91, 82), lack of awareness about the problems (77, 87) and inability to become role model (76, 76) from the students and teachers respectively.

The data collected from the interview especially from the principals and vice/principals show that due to numerous factors teachers has poor interest to encourage their students, become poor role models because some teachers act unethical activities in front of the youngsters like smoking, chewing chat and poor preparation in daily lessons. According to the data from the administrators the major cause is lack of awareness about the nature of the problems which restricted to come up with full treatment strategies.

The data gathered from the school guidance and counselors show that most of the teachers in the sub-city have poor attitude for the contribution of counseling service to avoid the students' problems. Consequently they have poor collaboration with the counselors.

Table 9: Causes of students' behavioral problems related to school and administrators

N o	Items	Respond ents	Responses										4+ 5
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	Lack of awareness about the problem and risk factors in the adolescence life stage	Students	98	44	65	30	33	15	18	8	6	3	74
		Teachers	29	48.3	17	28.3	5	8.3	9	15	-	-	77
2	Lack of well-organized co-curricular club in the schools	Students	120	54	62	28	30	14	8	4	-	-	82
		Teachers	23	38	27	45	7	12	3	5	-	-	83
3	The absence of implementing effective treatment strategies	Students	89	40	63	29	31	14	24	11	13	6	69
		Teachers	18	30	31	51	7	12	4	7	-	-	81
4	Poor cooperation with teachers and counselors	Students	31	14	55	25	10 8	49	17	8	9	4	39
		Teachers	16	26	34	57	10	17	-	-	-	-	83
5	School premises does not conducive for the students	Students	149	68	42	19	23	10	6	3	-	-	87
		Teachers	36	60	17	28	7	12	-	-	-	-	88
6	The absence of skillful educational leadership.	Students	58	26.3	71	32.3	47	21.3	31	14	13	6	59
		Teachers	30	50	24	40	6	10	-	-	-	-	90

Notice that 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, 4+5=strongly agree and agree.

From the above table 9 for items 1 and 2, lack of awareness about risky factors in the adolescence life stage and lack of well-organized co-curricular club in the schools 74% and 82% students 77% and 83% teachers respectively show their agreement as a cause for students' behavioral problems in their schools. Indeed this data clearly shows that most of the

administrators of the selected secondary schools are out of full understanding about the features of adolescents' behavioral problems as a result it creates poor handling for the victims. In addition to this extra-curricular activities are not functional in-side and out-side the school.

From the table item 3 which is the absence of implementing treatment strategies shows that 69% students and 81% teachers agreed that it can be a cause for the secondary school students' behavioral problems. Because the school administrators should have to contribute a vital role in handling the students interest in a school via designing policies, principles, rules and regulations. These administrators expected to be solution maker and care a safe, mutual and suitable climate in the schools. From the above table, for item 4, poor cooperation with teachers and counselors, 39% of the students and 83% of the teachers agreed on the existence of poor cooperation with teachers and the school guidance and counselors to facilitate as a leader. Meanwhile that 49% of the students prefers undecided to the item, which shows that the school administrators have poor habit of concerted effort and commitment to cooperate with their staff in the view of students.

Table 9 for items 5 and 6, which are the school premises does not conducive for the students and the absence of skillful educational leadership 87% and 59% students 88% and 90% teachers respectively show their agreement as a cause for students' behavioral problems in their schools.

The data collected from both the school administrators and school guidance and counselors show that lack of awareness about the problems particularly risky factors in the adolescence life stage, lack of well-organized co-curricular clubs and lack of smooth relationships with the staff members became a major cause to emerge the problems in the youngsters

Table 10: Causes of students' behavioral problems related to curriculum.

No	Items	Respondents	Responses										4+5
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	The curriculum is unrelated to students behavioral improvement	Students	103	47	57	26	33	15	21	9	6	3	73
		Teachers	29	48	18	30	9	15	4	7	-	-	78
2	The curriculum is deficient in mental health training	Students	138	63	49	22	20	9	7	3	6	3	85
		Teachers	42	70	15	25	3	5	-	-	-	-	95
3	The curriculum lacks societal mental health involvement	Students	107	48.6	73	33.2	21	9.5	13	5.9	6	2.7	81.8
		Teachers	21	35	30	50	7	11.7	2	3.3	-	-	85
4	students find the curriculum unrelated with their needs	Students	122	55.5	66	30	18	8.2	9	4	5	2.3	86
		Teachers	28	46.7	17	28.3	8	13.3	5	8.3	2	3.3	75

Notice that 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, 4+5=strongly agree and agree.

Table 10 shows deficient in mental health training (85, 95), unrelated to students behavioral improvement (82, 85) and students find the curriculum unrelated with their needs (86, 75).

The data collected from the interview part mainly from the administrator bodies show that students poor long term plan with the curriculum instead they prefer to tacking short courses like car license, hotel and tourism trainings. Therefore according to them the curriculum not fulfilled their individual needs. Above all the data gathered from the counselors also show that the curriculum lacks students' ethical education and behavioral modifications.

Table 11: Causes of students' behavioral problems related to community.

N o	Items	Respond ents	Responses										4+5
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	Secondary school students technology misuse	Students	135	61	48	22	28	13	9	4	-	-	83
		Teachers	31	52	19	32	7	11	3	5	-	-	84
2	Negative influence from the society	Students	88	40	54	24	30	14	3 7	1 7	11	5	64
		Teachers	18	30	22	37	9	15	7	1 2	4	7	67
3	The impact of mass media	Students	70	32	93	42	44	20	1 0	5	3	1	74
		Teachers	43	72	15	25	2	3	-	-	-	-	97

Notice that 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, 4+5=strongly agree and agree.

Table 11 shows students' technology misuse (83, 84), the negative impact of mass media (74, 97) and negative influence from the society (64, 67) are the major causes of secondary school students in Arada sub-city.

The data gained from the interview part indicates that secondary school students misuse technologies such as mobile, internet, TV shows and other devices in-side and out-side the school. According to this data the respondents believe that either intentionally or not the society influenced in many ways to the youngsters to misbehave with the help of mass media.

Table 12: Causes of students' behavioral problems related to pressure.

N o	Items	Respond ents	Responses										4+5
			5		4		3		2		1		
			f	%	f	%	f	%	f	%	f	%	
1	Some students imitate unwanted manners of their peers	Students	61	27.7	78	35.5	42	19	28	12.7	11	5	63
		Teachers	24	40	19	31.7	12	20	5	8.3	-	-	71.7
2	Students' push by their friends to misbehave in the school	Students	93	42.3	58	26.4	33	15	26	11.8	10	4.5	68.7
		Teachers	29	48.3	18	30	9	15	4	6.7	-	-	78.3
3	Students continuously spend their time to fulfill their friends need rather than their plan	Students	44	20	83	37.7	25	11.4	37	16.8	31	14	57.7
		Teachers	17	28.3	24	40	10	16.7	6	10	3	5	68.3

Notice that f= frequency, 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, 4+5=strongly agree and agree.

Table 12 for items 1 and 2 shows which are some students imitate unwanted manners of their peers and students' push by their friends to misbehave in the school shows that 63% and 68.7% of students and 71.7% and 78.3% of teachers respectively confirm their agreement as a cause for students' behavioral problems in the selected secondary schools.

Item 3 which are students continuously spend their time to fulfill their friends need than their plan shows that 57.7% students and 68.3% teachers respectively agreed as a cause to the adolescents' behavioral problems in their schools.

Especially the data gained from the administrators' interview and counselors indicate that most of the time behavioral problems in the selected schools come from the influence of peer groups. In addition to that a lot of students give attention for temporary funs and engaged to own flashy materials that restricts from their long plan.

4.4. Approaches to improve students' behavioral problems in secondary schools

The approaches used to improve students behavioral problems in secondary schools of Arada-Sub- City were gathered from students, teachers, school counselors and administrators through questionnaires and interview. The results are presented in the table below 13.

Table 13: common approaches to improve students' behavioral problems in secondary schools

No's	Items	Respondents	Responses										WM
			1		2		3		4		5		
			F	%	F	%	F	%	F	%	F	%	
1	Suspension from the school	Students	17	7.7	35	15.9	79	35.9	56	25.5	33	15	3.24
		Teachers	5	8.3	13	21.7	28	46.7	9	15	5	8.3	2.93
2	Detention in the school	Students	24	11	29	13.2	44	20	91	41.4	32	14.5	3.36
		Teachers	4	6.7	7	11.7	16	26.7	22	36.7	11	18.3	3.48
3	Training students	Students	99	45	41	18.6	60	27.3	18	8.2	2	.9	2.01
		Teachers	23		30		7	-	-		-	-	1.73
4	Teaching parents	Students	96	44	52	23.6	55	25	17	7.7	-	-	1.96
		Teachers	33	55	15	25	12	20	-	-	-	-	1.65
5	Calling student parents	Students	8	3.6	29	13.2	51	23.2	76	34.5	56	25.5	3.65
		Teachers	-	-	7	11.7	11	18.3	34	56.7	8	13.3	3.72
6	Praising and awarding	Students	107	49	75	34	32	14.5	6	2.7	-	-	1.8
		Teachers	22	37	31	51.7	6	10	1	1.7	-	-	1.77
7	physical punishment	Students	30	14	58	26	67	30.5	38	17.3	27	12.3	2.74
		Teachers	15	25	10	16.7	24	40	9	15	2	3.3	2.55
8	Referring to counselors	Students	44	20	99	45	64	29	13	6	-	-	2.08
		Teachers	11	18.3	28	46.7	17	28.3	4	6.7	-	-	2.2
9	Using tolerance	Students	36	16.4	60	27.3	78	35.5	24	11.1	21	9.6	2.7
		Teachers	7	11.7	18	30	22	10	10	16.7	3	5	2.73
10	Creating good relationships	Students	84	76	86	78.3	31	28.6	13	11.8	6	5.3	1.96
		Teachers	24	40	13	21.7	18	30	5	8.3	-	-	1.76
11	Create peer mediation	Students	92	42	81	36.6	32	14.5	12	5.5	3	1.4	1.88
		Teachers	9	15	22	36.7	17	28.3	7	11.7	5	8.3	2.82
12	Expulsion/denial	Students	83	3.8	82	37.3	40	18.2	13	6	2	.9	1.83
		Teachers	27	45	20	33.3	11	18.3	2	3.3	-	-	2.13

Notice that 1* = never, 2* = rare, 3* = undecided, 4* = often, 5* = always, WM = weighted mean, F* =frequency.

According to table 14 the frequently used approaches to improve secondary school students behavioral problems are calling student parents (3.65, 3.72), detention in the school (3.36 3.46), suspension from the school (3.24, 2.93), using tolerance (2.7, 2.7) and applying physical punishment (2.74, 2.55) weighted means from students and teachers respectively.

The data gathered from the interview part especially from school principals and vice/ principals shows usually they applied discuss with the misbehaved student parent or guardian to mitigate the problem. Meanwhile that if the performed behavioral problem is serious like fighting with teachers and among students, using substances in the school ground, bullying, theft and vandalism the school or students property the administrators decide to expulsion at least for one year from the school based on the rules and regulations of their discipline.

The administrators also viewed that some young teachers use detention, suspension and physical and moral punishment to improve the adolescents behavioral problems due to lack of awareness about the nature and risky factors in the sensitive life stage. Above all they have poor interest to collaborate with the other staff members.

The data collected from the school guidance and counselors shows frequently the sampled schools use calling student parents, using tolerance with the victims and suspension from the school the misbehaved individuals.

Besides table 14 shows the rarely used approaches to improve the victim students are; using peer mediation (1.88, 2.82), referring to counselors (2.08, 2.2), creating smooth relationships (1.96, 2.06), expulsion (1.83, 2.13), training students to aware the problems (2.01, 1.73), praising and

awarding good behaviors (1.8, 1.77) and teaching parents to care their children (1.96, 1.65) from the students and teachers respectively.

The data collected from the school administrators and school counselors from the interview part also shows due-to budget problems, well skilled trainer within the problems, parent's unwillingness to participate in school seminars and meetings, teachers' exhortations the sampled secondary schools not always apply training to students and teachers, peer mediation, creating smooth relationships and providing counseling services.

CHAPTER-FIVE

DISCUSSION

The purpose of the study was to assess the types of behavioral problems, relevant causes and techniques applied to improve them in government-run secondary schools of Arada Sub-city in Addis Ababa City Administration. In this particular chapter the core research findings are discussed in each of the research questions. The discussion will be according to out-come found from quantitative and qualitative information. The first section will be contained discussion on findings concerning the types of common behavioral problems in the selected secondary schools in the sub-city. The proceeding section will be discussion of basic causes of adolescent students' behavioral problems. The last section will be a discussion on findings concerning the approaches delivered for misbehaved students in the sampled schools.

5.1. The common Behavioral Problems Observed in the Schools

The findings of this study indicate that, most of the types of behavioral problems observed in schools are being lateness to class/late coming, high rate of absenteeism/ truancy, conduct/politeness problems, dress code violations, inattention/daydreaming, thinking about things irrelevant to the lesson, oppositional/rule breaking problems, argumentative/defiant disruptive behavior, substance related problems, stealing, aggression/ showing hostility toward others and bullying/physical or verbal attack toward others. These findings were pertinent with the findings of Asfaw (2016), who found like fighting among students, cheating during exam time, being late, class disruption, frequent absenteeism, drug addiction and stealing of students' property in Nfas Silk Lafto sub-city of Addis Ababa. These kinds of misbehavior contribute to

generate obstacles on the students' personality and constrain the smooth teaching-learning process in the schools.

Based on Debisa (2015) In East Shoa Zone of Oromia Regional State secondary schools shows acts of misbehavior which contain cheating on examination, high rate of absenteeism and truancy, disturbing in the classroom, jumping through the school fence, disobedient for the school rules and the teachers order, group fighting and bullying and addicting with drunk, chat and cigarette. In addition to that Selamawit (2012) studied in Bahidar between two secondary school students and it was indicated that habitual truancy, theft and substance use were most repeatedly performed misconducts.

More over Yaba (2014) in Nigeria particularly in Secondary School Students in Shomolu Local Government Area of Lagos State, the findings shows that acts of indiscipline include: bullying, truancy/ absenteeism, vandalism of school property, theft/stealing, fighting and others permanently happened. Therefore all of these findings show that the types of secondary school adolescent students' behavioral problems are similar in many regional states of the country as well as other countries.

5.2. Causes of Secondary School Students Behavioral Problems

Causes of misbehavior for students in secondary schools were one among the key research questions in the study. Therefore it contains family related problems, teachers, school and administrators, curriculum, community/environmental and peer group pressure.

5.2.1 Family Related Causes of Secondary School Students Behavioral Problems

Among the relevant causes of family related behavioral problems like lack of parent follow-up on student's everyday actions, absence of freedom to express their feeling at home, family low socio-economic status, divorce or death of parents or one parent and childhood maltreatment. The findings were consistent with the findings of Tirunesh (2015) conducted common practices of students misbehavior in Addis Ketema Sub-city in Addis Ababa, such as; lack of parental daily follow-up, losing of students freedom to express their feeling at home, low financial of the family, divorce or death of families or one of the family. Hence that both findings persistently show that family/parent related causes of secondary school students in Addis Ababa generate from divorce or death of parents/one parent, parents inability to control their children day-to-day accomplishments, lack of freedom to express their feelings in front of their parents and family low socio-economic status.

Furthermore, according to the findings of Paul. C (2013) in Hong Kong shows that low income, unemployment, marital conflict and unsuitable living circumstances make a challenge to fulfill efficient basic needs when to compare with well-heeled privileged parents.

Unquestionably through out of the glob the role of parents in building healthy young - generation and in creating productive citizen is well known. Families and caregivers should be role models and reinforces for the style of children emotion, act and replying. Consequently the assimilation of parents and caregivers with in intermediation approaches for behavioral problems has been shown to be of several benefits. However family background history aspects occasionally have an immense destructive impact on students' desirable behavior in school setting.

Meanwhile that perhaps, understanding the assumption that every time the cause does not generated from it instead it is important to focus on other reasons in regard to students' desirable manner in school. Despite the fact that it can be out of the school staff level (competencies) to interfere in family privacy matters, but to improve the adolescent behavioral problems it is crucial for them to create smooth relationships with students families, and support these individuals as partners in searching the favorable direction for their children, as contrary to become as an obstacle.

5.2.2 Teacher Related Causes of Secondary School Students Behavioral Problems

The findings of this study shows that, among the reliable causes of teacher related behavioral problems such as; absence of consistent preventive and supportive measures by teachers, absence of role model on the side of the teachers, lack of awareness about the problem and absence of collaboration with guidance and counselors in the school. The findings of this study were pertinent with the research findings of Debisa (2015) like unethical communication with students, lack of professional ethics, less of potential teaching as well as readiness, lack of classroom management skill/experience.

Paul. C (2013) conducted a study in which students who display significant behavioral problems often refer to inappropriate or provocative behavior on the part of teachers as triggers for their behavior. Hence that the findings of this study and other research findings show that like parents teachers have great role as a cause for creating behavioral problems as well as improving the problems in their school. But, many research findings show that either intentionally or not teachers become a cause for adolescent students' behavioral problems in many cases.

5.2.3 School and Administrator Related Causes of Behavioral Problems

Similarly other findings of the causes of secondary school students' behavioral problems of school and administrators related factors were also additional causes. Findings like, lack of awareness about risky factors in the adolescence life stage, lack of well-organized co-curricular club in the schools, the absence of implementing treatment strategies, poor cooperation with teachers and counselors and the school premises does not conducive for the students. Those findings are consistent with findings of Tirunesh (2015) which are the absence of good handling of students' discipline, the absence of implementing school laws, lack of team work among educators and the absence of good educational leadership. Both findings show that the school administrators lacks awareness about the adolescents' risk factors for behavioral problems, poor collaboration and low leadership skills those can be a cause or trigger students' behavioral problems in Addis Ababa.

Furthermore, the location of the schools exposed for a lot of environmental and societal disturbances which can be a major cause for students' behavioral problems. Therefore school administrators have great impact on students' behavioral improvement through various leadership skills according to their school context. Their responsibility began with their passionate expression and expanding their school aim and visions, which involve set-ups for behavior modification. Moreover, administrators individually contribute some activities that immediately facilitates self-regulatory on students behavior. These circumstances consistently provided developing self-confidence and to strengthen emotional change to the staff. School managers create numerous support techniques that gives chance to know and to control for students their own manners.

5.2.4 Curriculum Related Causes of Behavioral Problems

Regarding of this topic the findings of the study shows that the curriculum can be a cause for various behavioral problems in secondary schools. According to the findings because the curriculum is unrelated to students behavioral improvement, the curriculum have deficiency in mental health training, the curriculum lacks societal mental health involvement and students find the curriculum unrelated with their needs. The findings were pertinent with the findings of Tirunesh (2015) which are; the curriculum is unrelated to learners grade level, school curriculum is deficient in moral training, learners find the curriculum boring and the curriculum does not care of the entire societal aspiration in Addis Ketema sub-city of Addis Ababa.

Above all the findings of Doveton (1991) as cited in (Olaitan et, al, 2013) indicates that deviant behavior is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities. Hence that the findings clearly shows that the curriculum lacks appropriate behavioral/mental health building in schools of Addis Ababa as a result it considered as a cause in the view of students and teachers. The applicability of the educational policies for the students' interest also affected behavior at school. Consequently the adolescents may be able to engage in various kinds of unusual behavior if the curriculum is inadequate to deal those chances for self-management and a common sense of individual value, and they become destructive in their pluralistic society.

5.2.5 Community Related Causes of Behavioral Problems

Correspondingly the findings of this study indicates that, among the relevant causes of community related behavioral problems such as; secondary school students technology misuse, negative influence from the society and the impact of mass media. From the findings we can

understand that the students behavioral problems come from the community negative influences either directly or indirectly. In addition to those students either intentionally or not they participate in activities that can harm for them. These findings also consistent with the findings of Beyene (2015) indicates that bad influence outside the school, influence from media and peer pressures were among the observed causes of community in Arada Sub-City of Addis Ababa. Therefore the findings show that in the sub-city the community contributes negative impact for the youngsters to plug in behavioral problems.

Environmental issues' are features of the comprehensive environment like financial situations, societal and cultural traditions, and governmental related reasons that can impact the adolescent students' character. Individual aspects contain physical and private traits e.g., stage of development, gender, clan, educational level and skills, mental aspects are less obvious. They are psychological features and qualities such as standards, outlooks, temperament and talents that distress behavior over and done with multifaceted mental progressions. Altogether characteristics of the environment that can be observed, overheard, touched, sensed or impressed are part of the physical world of behavior. The social world of one's personality contains associations with household, support system, colleagues, superintendents and assistants and belonging in collections such as unifications. The behavior of other individuals is also part of people's societal milieu.

5.3. Approaches to improve students' behavioral problems in secondary schools

The findings of the study show that, calling student parents/ making discussion with their family, detention in the school, suspension from the school, corporal/physical punishment and

use of tolerance for developing smooth relationships are the most applicable approaches in the sampled secondary schools to improve students behavioral problems. Unfortunately effective techniques to modify adolescent students' behavioral problems like sending/referring to the school guidance and counseling bureau, teaching parents to recognize and correct behavioral problems at home, training students to aware the nature of behavioral problems, praising and awarding students for good behavior, Creating good relationship to understand their problems and building peer mediation among themselves were ineffective in the sampled schools. The findings are consistent with the findings of Asfaw (2015) revealed in Nfas Silk Lafto Sub-city of Addis Ababa, like corporal punishment, suspension, moral punishment, expulsion, detention and dialogue with parents. Surprisingly, still in this scenario/twenty one century many schools in our country including major cities like Addis Ababa use corporal/physical punishment to handle misbehaved students.

However article 36 of the Ethiopian constitution of 1994 insist on the full right of every child and teenagers has the right to be out off/free of corporal or physical punishment or painful and cruel action in schools and further organizations from leaders/service providers for the precaution of the youngsters.

In the history of education for long period of time in everywhere of the world physical punishment believes as the fastest mechanism for changing behavior. Conversely, many studies show that corporal punishment might be risky factor and hazardous for students. Among the principles delivered main impact of physical punishments are: Punishment can be abusive, because teachers and other caregivers can be provoked when they punishing their learner that becomes offensive and the situation have a chance to born new problems such as aggression, poor moral regulation, becoming more delinquent and rebellious/antisocial behavior. It is

obvious that learners frequently respond to abusive punishment by learning to hate the retaliator and maybe by responding in a hostile way toward the punisher.

Consequently, punishment does not give any desirable change about what another and more correct behavior might be. It can be overwhelming unsuitable behavior only to be substituted by alternative serious others. A learner influenced to learn that disobedient will get from the responsible bodies attention. Finally, punishment should be only applied as the last choice with full of caution. In any means positive physical punishment not allowed to perform on the youngsters. Instead providing negative punishment is advisable. To improve students' behavioral problems teachers and other concerned bodies should first positively reinforced desirable behaviors to happen an incorrect behavior which is trying to eradicate.

According to the findings of this study and other related researches many schools use detention and suspension to improve the behavior of adolescent students. But research findings show that those techniques are ineffective to avoid the problem, in contrary they might expose to other crises. Based on the findings of Atkins, et.al (2002) one research group compared students that received detention or suspension in the fall semester of the school year with those who received detention or suspension in the fall and spring semesters, finally the researchers found that, despite having more consequences than the other group, this group of students showed an increasing the level of misbehavior at the end of the year, specially withdrawal and violent behavior.

Furthermore, according to the research findings the role of school guidance and counselors to solve the students' behavioral problems were inadequate in the sampled schools. Learning oriented counseling, specifically in schools has now become decisive. Both boys and girls need

to be guided in issues between mental health and the environment context, receiving abilities, understanding, and outlooks that reach to achievement and disappointment in life. The requisite for healing process has become vital to encourage the safety of the youths. Properly applying counseling should help to progress the self-perception of learners and assist to success in life chores. Counseling has a power to enable students to join fully in, and gain advantage from the financial and societal change of the country.

According to the discipline of psychology school guidance and counselors can solve the problem of students' behavioral problems by applying appropriate counseling theories to the students or by giving training to the school teachers and administrators. From the reliable theories to behavioral problems are behaviorism (classical conditioning, operant conditioning, social learning theory and cognitive behavioral therapy) and person centered therapy. But the professionals because of many reasons they perform their session without providing available theories.

CHAPTER-SIX

Summary, Conclusion and Recommendations

6.1. Summary

This particular study assessed the types of secondary school students' behavioral problems, main causes for them and approaches provided to improve these practices in selected secondary schools of Arada Sub-City in Addis Ababa. To answer the key research questions, relevant data were gathered by applying questionnaires for students and teachers whereas to the administrators and school guidance and counselors by providing semi-structured interviews. Principals/vice principals and school counselors were selected in the study through available sampling methods while students were selected by stratified random sampling methods based on their grade and sex. Above all, sampled teachers selected by using purposive sampling techniques. Descriptive statistics research method like weighted mean and percentages were used for the quantitative information analysis and the qualitative information were clearly distinguished and abridged to strengthen the quantitative data analysis.

The data gathered from principals/vice-principals, school guidance and counselors, teachers and students revealed the types, causes and used approaches for secondary school students' behavioral problems in the three sampled schools in Arada sub-city. Therefore the whole findings of this particular study summarized in this way:

- ✓ The study confirmed the most practiced types of students' behavioral problems in the schools. These include being lateness to class/late coming, high rate of absenteeism/truancy, dress code violations, argumentativeness and inattention/daydreaming, thinking about things irrelevant to the lesson.
- ✓ Concerning to the major causes of students' behavioral problems in the secondary schools, the finding indicates that school related factors, family related factors, teachers related factors, and curriculum related factors, community factors and peer group pressure related factors.
- ✓ Regarding to the family related factors, the furthestmost considerate issues based on the study were family low socio-economic status, lack of parent follow-up on students' everyday actions, divorce or death of parents or one parent and absence of open discussion at home.
- ✓ The study confirmed that school and administrators related factors were lack of awareness about the problem and risky factors, absence of implementing effective treatment strategies, poor cooperation with teachers and counselors, school premises does not conducive for the students and lack of well-organized co-curricular club in the schools.
- ✓ In relation to teachers' major problems from the findings were lack of awareness about the problems, the absences of role model on the side of the teachers, absence of consistent preventive and supportive measures by teachers, and the absence of collaboration with guidance and counselors.
- ✓ Regarding to the curriculum related factors, the most known aspects founded from the study were, the curriculum is deficient in mental health training, the curriculum is

unrelated to students' behavioral improvement and the curriculum lacks societal mental health involvement.

- ✓ The main problems that are related to community related factors according to the result of the study involved secondary school students' technology misuse, the impact of mass media and negative influence from the society.
- ✓ Problems related peer pressure considered as a cause to the problems were, some students imitate unwanted manners of their peers and students continuously spend their time to fulfill their friends need than their plan.
- ✓ According to the findings of the study the common approaches delivered to improve and minimize the problems teachers and the school administrators used, calling student parents/ making discussion with their family, suspension from the school, detention in the school, corporal/physical punishment and use of tolerance for developing smooth relationship.

6.2. Conclusions

According to the finding of this study, the next conclusions were constructed. Keep an eye on appropriate behavior in secondary school life stage is crucial for consistence mental health and for building fruitful livelihood in the computational rapidly chanced world. While that also, it is important to assure smooth teaching-learning process, because, teachers and administrators attracted by the harmonious climate of the school environment, consequently they devoted to help them enthusiastically. Unfortunately, the findings of the study, clearly shows that contrary to this reality, now-a-days students behavioral problems found in the alarming stage. Because of the problems prevalence/rush adequate relationship in schools was undesirably behaved badly.

Over-all, the most common and frequently prevalent kinds of student behavioral problems in these sampled schools were, being lateness to class/late coming, high rate of absenteeism/ dress code violations, argumentative/defiant disruptive behavior, inattention/daydreaming, thinking about things irrelevant to the lesson were the proceeding major problems observed in the selected schools.

From the results of the study, the causes for students' behavioral problems were accessed. These involved lack of awareness about the problem as an illness, ineffective guidance and counseling service providing, the absence of implementing effective treatment strategies, poor cooperation with teachers and counselors, school premises not conducive for the students and lack of well-organized co-curricular club in the schools. Besides, other causes based on the study are related to poor family consistent follow-up on their children's behavior.

Above all, if families are incapable to fulfill the interests of their children due to poverty, the student's starts to engage in unethical activities like stealing and inattentive in schools. They also prefer absenteeism to make certain earnings somewhere else. Teacher related causes which are absence of consistent preventive and supportive measures, absence of role model, lack of awareness about the problem and absence of collaboration with guidance and counselors in their schools. The administrators' poor commitment to cooperate with teachers and school counselors, curriculums becoming out of moral/ethical teaching and inability to fulfill the needs of students as well as the society creates opportunity to occur problems in the adolescence secondary school life stage. Furthermore, the approaches delivered to improve the secondary school students behavioral problems were out-dated which were ineffective rather they exaggerate the style of problems to devastative serious problems.

6.3 Recommendations

Based on the findings of this study, the following recommendations were forwarded.

- ▶ School leaders and teachers should aware behavioral problems which needs psychological treatment.
- ▶ Secondary schools have an organizational duty to apply applicable approaches and to create smooth cooperative work habits.
- ▶ School counselors have a professional duty to design and implement based on ASCA comprehensive school counseling programs.
- ▶ The schools had better to involve psychological treatment techniques as well as students ethical education.

To sum-up, further study needed to explore more on students' behavioral problems in secondary schools and to plan applicable approaches for improving and reducing students' behaviors to sustain healthy generation.

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NO	Common behavioral problems in the schools	Rating				
		1	2	3	4	5
1	Aggression/ showing hostility toward others					
2	Argumentative/defiant disruptive behavior					
3	Conduct /politeness problems					
4	Destruction of property/vandalism					
5	Anger outbursts/irritable mood					
6	Substance related problems					
7	Oppositional/rule breaking problems					
8	Stealing of students/school property					
9	Inattention/daydreaming, thinking about things irrelevant to the lesson					
10	Being lateness to class/late coming					
11	Lying/untruthfulness toward teachers and others					
12	High rate of absenteeism/ truancy					
13	Dress code violations					
14	Bullying/physical or verbal attack towards others					

15. Please list, if any others-----

Part III. Factors Responsible for Student's behavioral Problems

Please put **thick** marks in the column by using the following five points of the rating scale that indicates the degree of influence.

1= strongly disagree 2= disagree 3= undecided 4= agree 5= strongly agree

NO	Family related factors	5	4	3	2	1
1	Lack of parent monitoring on students day to day actions					
2	Absence of open discussion at home					
3	Childhood maltreatment					
4	Family low socio-economic status					
5	Students who come from addicted family					
6	Low educational back ground of family					
7	Divorce or death of families or one of the family					
	Teachers related factors					
8	Absence of consistent preventive and supportive measures by teachers					
9	The absence of role model on the side of the teachers					
10	Lack of awareness about the problem					
11	Failure to integrate methods and contents with abilities and needs of students					
12	The absence of smooth relation with guidance and counselors/ school administrators					
	School & administrators related factors					
13	Lack of awareness about the problem and risk factors in the adolescence life stage					

14	Lack of well-organized co-curricular club in the schools					
15	The absence of implementing treatment strategies					
16	Poor collaboration with guidance and counselors					
17	The school premises does not conducive for the students					
18	Lack of commitment & cooperative work b/n teachers & school administration					
19	The absence of skillful educational leadership					
	Curriculum related factors					
20	The curriculum is unrelated to students behavioral improvement					
21	The curriculum is deficient in mental health training					
22	The curriculum lacks societal mental health involvement					
23	Students find the curriculum unrelated with their needs					
	Peer group related factors					
24	Some students imitate unwanted manners of their peers					
25	Students' push by their friends to misbehave in the school					
26	Students continuously spend their time to fulfill their friends need than their plan					
	Community related factors					
27	Secondary school students technology misuse					
28	Negative influence from the society					
29	The impact of mass media					
	Gender related factors					

30	Male students engage in bullying than females in our school					
31	Boys are more aggressive than girls					
32	Girls are inattentive in class than boys					
33	Boys are more defiant than girls					
34	Girls have low self-esteem behaviors					

Part IV: approaches to improve students' behavioral problems

Instruction: the approaches to improve students behavioral problems are listed below and you are asked to tick appropriately using the following rating points.

1= Never 2=Seldom 3= Occasionally 4= Often 5=Always

No	Items	1	2	3	4	5
1	Suspension from the school					
2	Detention in the school					
3	Training students and staff to aware the nature of behavioral problems					
4	Teaching parents to recognize and correct behavioral problems at home					
5	Calling student parents/ making discussion with their family					
6	Praising and awarding students for good behavior					
7	Corporal/physical punishment					
8	Sending/referring to the school guidance and counseling bureau					
9	Use of tolerance developing smooth relationship					
10	Create good relationship and understand their problems					
11	Create peer mediation among them selves					

12	Expulsion/denial of attendance at any class					
----	---	--	--	--	--	--

Please list, if any other-----

APPENDIX-2

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

QUESTIONNAIRE FOR STUDENTS

Part I; I am graduate student of counseling psychology at Addis Ababa University. This questionnaire is prepared to gather data for MA thesis on the role of school guidance and counseling in improving high-school students' behavioral problems in Arada sub-city of Addis Ababa. I really appreciate your involvement in the study by filling this questionnaire to best of your understanding. The information you offer will stay confidential. Thank you.

Grade: _____ Age: _____

Sex: Female ☐ Male ☐

Which of the following properly refer to your living situation? Please check one:

With both parents ☐ with only one parent ☐ with a relative or guardian ☐

With a non- relative on whom you are dependent ☐ by yourself ☐

Other Specify_____

Please do not write your name on the paper

Part II: Common behavioral Problems in the Schools

Instruction: the purpose of this scale is to collect data which help to identify the common behavioral problems of students in secondary schools. The problems are listed below and you are asked to show your choice by tick mark (✓) in the appropriate column the problems prevalent in your school, using the following rating points:

1=Never 2= Rare 3=Undecided 4=Often 5=Always

NO	Common behavioral problems in the schools	Rating				
		1	2	3	4	5
1	Aggression/ showing hostility toward others					
2	Argumentative/defiant disruptive behavior					
3	Conduct /politeness problems					
4	Destruction of property/vandalism					
5	Anger outbursts/irritable mood					
6	Substance related problems					
7	Oppositional/rule breaking problems					
8	Stealing of students/school property					
9	Inattention/daydreaming, thinking about things irrelevant to the lesson					
10	Being lateness to class/late coming					
11	Lying/untruthfulness and dishonest toward teachers and others					
12	High rate of absenteeism/ truancy					
13	Dress code violations					
14	Bullying/physical or verbal attack towards others					

15. Please list, if any others-----

Part III. Factors Responsible for Student's behavioral Problems

Please put **thick** marks in the column by using the following five points of the rating scale that indicates the degree of influence.

1= strongly disagree 2= disagree 3= undecided 4= agree 5= strongly agree

NO	Family related factors	5	4	3	2	1
1	Lack of parent monitoring on students day to day actions					
2	Absence of open discussion at home					
3	Childhood maltreatment					
4	Family low socio-economic status					
5	Students who come from addicted family					
6	Low educational back ground of family					
7	Divorce or death of families or one of the family					
	Teachers related factors					
8	Absence of consistent preventive and supportive measures by teachers					
9	The absence of role model on the side of the teachers					
10	Lack of awareness about the problem					
11	Failure to integrate methods and contents with abilities and needs of students					
12	The absence of smooth relation with guidance and counselors/ school administrators					
	School & administrators related factors					
13	Lack of awareness about the problem and risk factors in the adolescence life stage					
14	Lack of well-organized co-curricular club in the schools					
15	The absence of implementing treatment strategies					
16	Poor collaboration with guidance and counselors					
17	The school premises does not conducive for the students					
18	Lack of commitment & cooperative work b/n teachers & school administration					

19	The absence of skillful educational leadership					
	Curriculum related factors					
20	The curriculum is unrelated to students behavioral improvement					
21	The curriculum is deficient in mental health training					
22	The curriculum lacks societal mental health involvement					
23	Students find the curriculum unrelated with their needs					
	Peer group related factors					
24	Some students imitate unwanted manners of their peers					
25	Students' push by their friends to misbehave in the school					
26	Students continuously spend their time to fulfill their friends need than their plan					
	Community related factors					
27	Secondary school students technology misuse					
28	Negative influence from the society					
29	The impact of mass media					

Part IV: approaches to improve students' behavioral problems

Instruction: the approaches to improve students behavioral problems are listed below and you are asked to tick appropriately using the following rating points.

1= Never 2=Seldom 3= Occasionally 4= Often 5=Always

No	Items	1	2	3	4	5
1	Suspension from the school					
2	Detention in the school					
3	Training students and staff to aware the nature of behavioral problems					
4	Teaching parents to recognize and correct behavioral problems at home					
5	Calling student parents/ making discussion with their family					
6	Praising and awarding students for good behavior					

7	Corporal/physical punishment					
8	Sending/referring to the school guidance and counseling bureau					
9	Use of tolerance developing smooth relationship					
10	Create good relationship and understand their problems					
11	Create peer mediation among them selves					
12	Expulsion/denial of attendance at any class					

Please list, if any other-----

APPENDIX-3
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
School of psychology

An interview guide for school principals and vice principals

I am doing my MA thesis on the types and causes of students' behavioral problems in high-schools of Arada sub-city, in AA.

Therefore your genuine information is highly appreciated and valuable for the research. I would like to assure you that confidentiality for your comments will be respected and will be used only for research purpose. I greatly appreciate and acknowledge your taking time to speak with me.

Name of your school? -----

Sex- Male----- Female -----

Age- 20-30 ----- 31- 40 ----- 41- 50 ----- Above 50 -----

Educational level- BA ----- Masters----- Diploma-----

Work experience- A. 1- 5 ----- B. 6-10 ----- C. 11-15 ----- C. above 16 -----

1. What are the common students' behavioral problems in your school?

2. From your experience what are the major causes for students' behavioral problems in your school?

3. What kinds of approaches are taken by the school to improve students' behavioral problems?

4. As an administrator what looks like your relationship with teachers and the school guidance and counselors?

APPENDIX-4
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
School of psychology

An interview guide for school counselor

I am doing my MA thesis on the types and causes of students' behavioral problems in high-schools of Arada sub-city, in AA.

Therefore your genuine information is highly appreciated and valuable for the study. I would like to assure you that confidentiality for your comments will be respected and will be used only for research purpose. I greatly appreciate and acknowledge your taking time to speak with me.

Name of your school? -----

Sex- Male----- Female -----

Age- 25-30 ----- 31- 40 ----- Above 40

Educational level- BA ----- Masters-----

Field of study- Psychology----- Sociology----- Social Work ----- Others (specify) -----

Work experience- A. 1- 5 ----- B. 6--10 ----- C. above 10 -----

1. What are the common behavioral problems practiced by students in your school?

2. What kind of techniques your schools use to improve students' behavioral problems?

3. is that recognized the value of guidance and counseling by the school community?

4. From your experience to improve behavioral problems in your school what expects you from administrators, curriculum designers, parents, teachers, students and the society as a whole?

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ሥነ-ባህሪ ጥናት ኮሌጅ

ሳይኮሎጂ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

እኔ በአዲስ አበባ ዩኒቨርሲቲ የደህረ-ምረቃ ተማሪ ስሆን፤ ይህንን መጠይቅ የተዘጋጀው በአራዳ ክ/ከተማ ውስጥ ባሉ የመንግሥት 2ኛ ደረጃ ት/ቤቶች የተማሪዎች የባህሪ ችግር መንስኤዎች እና አይነቶች እንዲሁም እየተተገበሩ ያሉት መፍትሄዎች ምን እንደሚመስሉ ለማቀርበው የሁለተኛ ዲግሪ የመመረቂያ ፅሁፍ መረጃ ለመስብሰብ ነው፡፡

መጠይቁ በጥንቃቄ ትሞላ/ትሞይ ዘንድ በትህትና እየጠየቅኩ ጥናቱ እንዲሳካ በአንተ/በአንቺ በኩል ለሚደረግልኝ ትብብር በቅድሚያ በጣም አመሰግናለሁ፡፡ በመጠይቁ ላይ የሚሞላ ማንኛውም መረጃ በሚስጥር የሚጠበቅ መሆኑን አረጋግጣለሁ፡፡

በመጠይቁ ላይ ስም መፃፍ አያስፈልግም

ክፍል - አንድ ግላዊ መጠይቅ

በተቀመጠው ሳጥን ውስጥ (✓) ምልክት አስቀምጥ/ጭ

ክፍል ☐ እድሜ ☐

ፆታ ☐ ወንድ ☐ ሴት ☐

ከዚህ በታች ከተዘረዘሩት ውስጥ የትኛው ያንተን/ያንቺን የአኗኗር ሁኔታ ይገልጻል? መልሱን በተሰጠው ቦታ የ (✓) ምልክት በማድረግ አመልክት/ቺ፡፡

ከሁሉም ወላጆች ጋር ☐

ከአንድ ወላጅ ጋር ብቻ ☐

ከዘመድ ወይም ከአሳዳጊ ጋር ☐

ዘመድ ካልሆኑ ሰዎች ጋር በጥገኝነት ☐

ሌላ ካለ ጥቀስ/ሽ _____

ክፍል ሁለት

ከተሰጡት ምርጫዎች ውስጥ ትክክለኛ መልስ ይሆናል የምትለውን/ይውን ለመገልጸት ከተሰጠው ቁጥር ሥር የ (✓)

ምልክት አስቀምጥ/ጭ

1 = የለም

2 = በጣም በትንሹ

3 = እርግጠኛ አይደለሁም

4 = በመጠኑ

5 = ሁልጊዜ

ተ.ቁ	የባህሪ ችግር አይነት	1	2	3	4	5
1	በት/ቤታችን ውስጥ ሆነ ብለው ፀብ የሚጭሩና በአካል ሆነ በቃል ጥቃት የሚያደርሱ ተማሪዎች ይታያሉ					
2	የት/ቤታችን ህግና ደንብ የሚጥሱ ተማሪዎች በርካታ ናቸው					
3	ተማሪዎች እርስ በርሳችን አንቻቻልም / ትህትና የለንም					
4	የት/ቤቱን ንብረት የሚያወድሙ ተማሪዎች አሉን					
5	ያለምንም በቂ ምክንያት ድንገት ስሜታቸው የሚገነፍል ተማሪዎች አጋጥመውኛል					
6	የአልኮል ወይም ሌሎች ዕቃዎች ጥገኛ/ሱስ ያላቸው ተማሪዎች በት/ቤታችን ይገኛሉ					
7	በእኛ ክፍል የመምህራን ትዕዛዝ የማያከብሩና የሚጨቃጨቁ ተማሪዎች አሉን					
8	የት/ቤታችን ወይም የተማሪዎች ንብት ስርቆት ይፈፀምበታል					
9	በትምህርት ክፍል ጊዜ ለትምህርቱ ትኩረት አለመስጠት እና በሌሎች ተዛማጅ ባልሆኑ ነገሮች የመጠመድ ሁኔታ ይታያል					
10	ለመምህራን ሆነ ለጓደኞቻቸው ታማኝ ያልሆኑ ተማሪዎች እንዳሉ አውቃለሁ					
11	ከትምህርት ገበታቸው በተደጋጋሚ የሚቀሩ ተማሪዎች አሉ					
12	የት/ቤቱ የአለባበስ ስነ ስርዓት ዩኒፎርም ይጣሳል					
13	አቅመ ደካማ የሆኑ ተማሪዎች እየለዩ የሚያጠቁ እና የሚዝቱ ተማሪዎች በግቢያችን ውስጥ ይገኛሉ					
14	ማርፈድ በት/ቤታችን የተለመደ ነው					

15. እባክህ/ሽ ሌላ ያልተገለፀ ካለ ጥቀስ/ሽ _____

ክፍል ሦስት

በተደጋጋሚ ለመከሰቱት የባህሪ ችግሮች ምክንያቶች ሊሆኑ ከሚችሉ ነገሮች በሚቀጥለው ሰንጠረዥ ላይ (✓) ምልክት በማድረግ አሳዩ፡፡

1 = በፍጹም አልስማምም

2 = አልስማምምም

3 = እርግጠኛ አይደለሁም

4 = እስማማለሁ

5 = በጣም እስማማለሁ

ተ.ቁ	ከቤተሰብ የተያያዘ ምክንያት	1	2	3	4	5
1	ወላጆች የልጆቻቸውን የዕለት ተዕለት እንቅስቃሴ አለመከታተል					
2	ተማሪዎች በቤታቸው ውስጥ ሀሳባቸው የመግለፅ ሙብት ስለሚነፈጉ					
3	በልጅነት ጊዜ መጥፎ ጠባሳ ስላለባቸው					
4	በጣም ዝቅተኛ የቤተሰብ ገቢ መኖር					
5	በቤተሰብ ውስጥ የአልኮል/ሌሎች ዕቃዎች ሰብኛ አባል በመኖሩ					
6	ቤተሰብ ያልተማረ በመሆኑ					
7	በሞት ወይም በፍቺ ወላጅ ማጣት					
ከመምህራን የተያያዘ ምክንያት						
8	ተከታታይ ድጋፍና ክትትል በመ/ራን አለመተግበር					
9	መምህራን ለተማሪዎቻቸው አርአያ ሆነው አለመገኘት					
10	ስለ የባህሪ ችግር ግንዛቤ ማነስ					

11	የተማሪዎች ከህሎት እና የትምህርቱ ይዘት አጣጥሞ አለመሄድ					
12	መምህራን ከት/ቤቱ የስነ-ልቦና ባለሙያዎች አለመተባበር					
ከትምህርት ቤት እና አመራሮች የተያያዘ ምክንያት						
13	የወጣትነት ጊዜ ለባህሪ ችግሮች ተጋላጭ መሆኑን ግንዛቤ ማነስ					
14	የተቀናጁ የተማሪዎችን ችግር ሊቀርፉ የሚችሉ ክበባት አለመፍጠር					
15	ተማሪዎች የሚረዱበት ዘዴዎች አለመዘርጋት/አለመፍጠር					
16	ለስነ ልቦና ባለሙያዎች ምቹ ሁኔታ አለመፍጠር					
17	የት/ቤቱ አካባቢ ለመማር ማስተማር ምቹ አለመሆን					
18	መ/ራን በማስተባበር የተማሪዎችን ችግር የመቅረፍ ፍላጎት ወይም ቁርጠኝነት ማነስ					
19	የአመራር ብቃት ማነስ					
ከትምህርት ስርዓቱ የተያያዘ ምክንያት						
20	የትምህርት ስርዓቱ የተማሪዎች ባህሪ ማሻሻያ ፕሮግራም አለመካተቱ					
21	የትምህርት ስርዓቱ በሀገራዊ እሴት የተቃኘ አለመሆኑ					
22	በተማሪዎች ዘንድ የትምህርት ስርዓቱ ደባሪ መሆኑ					
23	የትምህርት ስርዓቱ አጠቃላይ የማህበረሰቡ የአእምሮ ጤና ሁኔታ ማዕከል ያደረገ አለመሆን					
24	በተማሪዎች እይታ የትምህርት ስርዓቱ ውስጣዊ ፍላጎታቸውን የሚያሟላ መሆኑ					
ከማህበረሰቡ የተያያዙ ምክንያቶች						
25	ተማሪዎች የቴክኖሎጂ ውጤቶች ላልተፈለገ አላማ ማዋል					
26	የማህበረሰቡ አሉታዊ ተፅዕኖ					
27	የመገናኛ ብዙኃን አሉታዊ ተፅዕኖ					

ከአቻ ግፊት የተያዙ ምክንያቶች						
29	አንድ አንድ ተማሪዎች የጓደኞቻቸውን መጥፎ ድርጊት ይከርጃሉ					
30	የት/ቤታችን ተማሪዎች በጓደኞቻቸው ግፊት መጥፎ ባህሪ ይለበሳሉ					
31	የራሳቸውን አላማ በመዘንጋት የጓደኞቻቸውን ፍላጎት ለማሟላት ጊዜያቸው የሚያባክኑ ተማሪዎች አሉ					

ክፍል አራት

በአሁኑ ጊዜ በትምህርት ቤታችሁ ለሚስተዋሉ የባህሪ ችግሮች እየተወሰዱ ያሉት የማስተካከያ እርምጃዎች ምን ይመስላሉ?

በሚቀጥለው ሰንጠረዥ ላይ (✓) ምልክት በማድረግ ስራ ላይ የዋሉትን አሳዩ፡፡

1 = ፍፁም የለም 2 = በጣም አልፎ አልፎ 3 = አልፎ አልፎ 4 = ብዙ ጊዜ 5 = ሁልጊዜ

ተ.ቁ	የመፍትሄ አይነቶች	1	2	3	4	5
1	ለተወሰነ ጊዜ ከት/ቤት ማገድ					
2	ከትምህርት ገቢታው ተለይቶ በት/ቤቱ ግቢ ውስጥ እንዲቆይ ማድረግ					
3	ለተማሪዎችና መ/ራን በባህሪ ችግር ዙሪያ ግንዛቤ ማስረጠ					
4	ወላጆች የባህሪ ችግር ምንነት አውቀው በቤት ውስጥ ልጆቻቸው እንዲያስተካክሉ ትምህርት መስጠት					
5	ወላጅ በማስጠራት ከወላጅ መነጋገር					
6	የባህሪ ለውጥ ያሳዩ ተማሪዎች መሸለምና እውቅና መስጠት					
7	የአካል ቅጣቶች በተማሪዎች ላይ መፈፀም					
8	ተገቢውን የስነ-ልቦና ምክር እንዲያገኙ ወደ የት/ቤቱ የምክር አገልግሎት ቢሮ መላክ					
9	የባህሪ ችግር ያላቸው ተማሪዎች ማቅረብና መልካም ግንኙነት መፍጠር					
10	የተማሪዎቹን ችግር በመለየት ከችግሩ እንዲላቀቁ ቅድመ ሁኔታዎቹን ማመቻቸት					
11	ችግር ያለባቸው ተማሪዎች እርስ በርሳቸው እንዲማማሩ ማበረታታት					

12	ማስጠንቀቂያ መስጠት ብሎም ከትምህርት ገበታ ማሰናበት						
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13. ሌላ ካለ እባክህ/ሽ ጥቀስ/ሽ _____

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ስነ ባህሪ ጥናት ኮሌጅ

ሳይኮሎጂ ትምህርት ክፍል

ለር/መ/ራንና ም/ር/መ/ራን የተዘጋጀ መጠይቅ

መጠይቁ የተዘጋጀው በአራዳ ክ/ከተማ ስር የሚገኙ ሁለተኛ ደረጃ ት/ቤቶች ሲሆን ዓላመውም የተማሪዎች የባህሪ ችግር አይነቶችና መንስኤዎች መለየት ብሎም የመፍትሔ አቅጣጫዎች ለመጠቀም ነው፡፡

በቅድሚያ ለተደረገልኝ ቀና ትብብር አመሰግናለሁ፡፡

ክፍል አንድ ግላዊ መጠይቅ

- 1.1. ፆታ ሀ. ወንድ ☐ ለ. ሴት ☐
- 1.2. እድሜ ሀ. 20-30 ☐ ለ. 31-40 ☐ ሐ. 41-50 ☐ መ. ከ50 በላይ ☐
- 1.3. የት/ት ደረጃ ሀ. ሁለተኛ ዲግሪ ☐ ለ. የመጀመሪያ ዲግሪ ☐ ሐ. ዲፕሎማ ☐
- 1.4. የአገልግሎት ዘመን ሀ. 1-5 ☐ ለ. 6-10 ☐ ሐ. 11-15 ☐ መ. ከ16 በላይ ☐

ክፍል ሁለት የጥናቱ ዋና መጠይቅ

2.1. በት/ቤታችሁ በተደጋጋሚ ከሚንፀባረቁ የተማሪዎች የባህሪ ችግር እባክዎ ዋና ዋናዎቹ ይዘርዝሩልኝ _____

2.2. ካልዎት ልምድ አንፃር የተማሪዎች የባህሪ ችግር መንስኤው ከምን የመነጨ ነው? _____

2.3. የተማሪዎቹን የባህሪ ችግር ለማሻሻል ት/ቤታችሁ ምን አይነት ዘዴዎች ይጠቀማል? _____

2.4. አመራር እንደመሆንዎ መጠን ከመ/ራንና ከጋይዳንስና ካውንስለሮች ያሉት ቅርርብ ምን ይመስላል? _____

አዲስ አበባ ዩኒቨርሲቲ

የትምህርትና ስነ-ባህሪ ጥናት ኮሌጅ

ሳይኮሎጂ ትምህርት ክፍል

ለጋራና የሰነድ የተዘጋጀ መጠይቅ

መጠይቁ የተዘጋጀው በአራዳ ክ/ከተማ ስር የሚገኙ ሁለተኛ ደረጃ ት/ቤቶች ሲሆን ዓላማውም የተማሪዎች የባህሪ ችግር አይነቶችና መንስኤዎች መለየት ብለውም የመፍትሔ አቅጣጫዎች ለመጠቀም ነው፡፡

ለተደረገልኝ ቀና ትብብር በቅድሚያ አመሰግናለሁ፡፡

ክፍል አንድ ግላዊ መጠይቅ

2.1. እድሜ ሀ. 25-30 ☐ ለ. ከ 31-40 ☐ ሐ. ከ 40 በላይ ☐

2.2. ፆታ ሀ. ወንድ ☐ ለ. ሴት ☐

2.3. የትምህርት ደረጃ ሀ. ሁለተኛ ዲግሪ ☐ ለ. የመጀመሪያ ዲግሪ ☐

2.4. ያጠኑት የትምህርት አይነት ሀ. ሳይኮሎጂ ☐

ለ. ሶሻሎጂ ☐

ሐ. ልዩ ፍላጎት ☐

መ. ሌላ ☐

2.5. የስራ ልምድ ሀ. 1-5 ☐ ለ. 6-10 ☐ ሐ. ከ10 በላይ ☐

ክፍል ሁለት የጥናቱ ዋና መጠይቅ

2.1. በት/ቤታቹ የሚዘወተሩ የባህሪ ችግሮች ለይተው ይዘርዝሩልኝ? _____

2.2. የተማሪዎች የባህሪ ችግር ት/ቤታቹ በምን ዘዴ ይቀርፋል? _____

2.3. በት/ቤቱ ማህበረሰብ የካውንስሊንግ ሥራ ተቀባይነት አለው? _____

2.4. የሥነ ልቦና ባለሙያ እንደመሆንዎ መጠን የተማሪዎች ባህሪ ለማሻሻል ከአስተዳደሩ፣ ከስርዓተ ትምህርቱ፣ ከወላጆች፣ ከተማሪዎችና አጠቃላይ ከማህበረሰቡ ምን ይጠበቃል? _____

