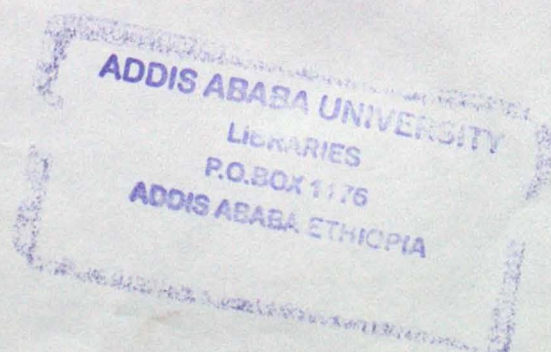
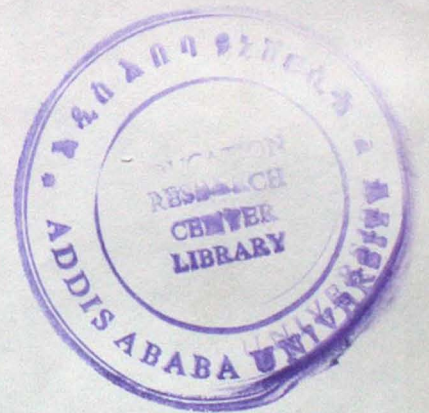


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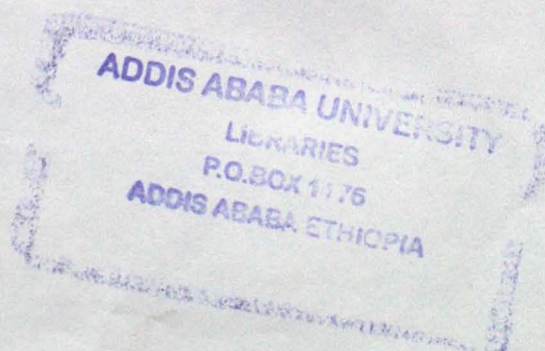
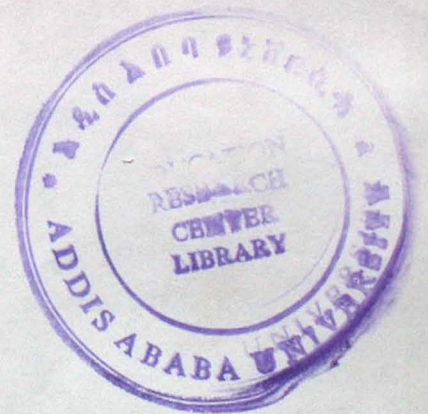
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**MARCH 2007**

**Disciplinary Problems of Students in some Private and  
Mission Secondary Schools in Addis Ababa**



**A Thesis Submitted to the School of Graduate Studies  
Addis Ababa University**

**In Partial Fulfilment of the Requirements for the  
Degree of Master of Arts in Educational Planning  
and Management**

**Melaku Engida**

**March 2007**

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# Table of Contents

	Page
Acknowledgements .....	i
Table of Contents .....	ii
List of Tables .....	v
Abbreviations .....	vi
Abstract .....	vii

## CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH .....	1
1.1. Background of the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Significance of the Study.....	6
1.4 Delimitation of the Study.....	6
1.5 Limitations of the Study .....	7
1.6 Research methodology, Source of Data and Sampling Technique .....	7
1.6.1 Methodology .....	7
1.6.2 Source of Data.....	7
1.6.3 Sampling Technique .....	8
1.6.4 Data Gathering Instruments.....	10
1.6.5 Pilot Testing.....	11
1.6.6 Methods of Data analysis.....	11
1.7 Organization of the Study .....	11
1.8 Definition of Terms.....	12

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Discipline .....	13
2.1.1 Context and Definition of Discipline .....	13
2.2 The Importance of Discipline .....	15
2.3 Nature of Deviances .....	17
2.4 Commonly Observed Deviances in Secondary Schools.....	20
2.5 Factors that Cause Deviances in Secondary Schools.....	24
2.5.1 Home Related Factors.....	26
2.5.2 School Related Factors .....	30
2.5.2.1 Teachers .....	30
2.5.2.2 School Environment and Administration.....	33
2.5.2.3 School Curriculum .....	36
2.5.3 Peer Pressure.....	37
2.5.4 <u>Personal Problems of Students</u> .....	40
2.5.5 Mass Entertainment .....	41
2.6 Commonly Taken Measures to Discourage Deviances at Schools.....	43
2.6.1 Negative (Power Assertive) Disciplinary Practice .....	44
2.6.2 Positive (Love oriented) Disciplinary Practices .....	45

## CHAPTER THREE

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS .....	47
3.1 Characteristics of Respondents.....	47
3.2 Disciplinary Problems of Secondary School Students.....	51
3.3 Degree of Disruption.....	61
3.4 Factors for Disciplinary Problems of Secondary School Students.....	67
3.4.1 Home Related Factors.....	67

3.4.2 Peer Pressure Related Factors .....	69
3.4.3 School Related Factors .....	71
3.4.4 Personal Problems of Students .....	81
3.5 Coping Strategies.....	83

#### CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	86
4.1 Summary.....	86
4.2 Conclusion .....	90
4.3 Recommendations .....	92

Bibliography

Annex

## List of Tables

	<i>Page</i>
<i>Table-1: Sample Population of Students by School and Gender .....</i>	9
<i>Table-2: Sample Population of Teachers by School .....</i>	10
<i>Table 3: Teacher Respondents by Sex, Age, Position, Level of Education and Years of service.....</i>	48
<i>Table 4: Student Respondents by Sex, Age, Grade and Stream .....</i>	50
<i>Table 5: Summary of One-Way ANOVA on Frequency of Disciplinary Problems of Students .....</i>	53
<i>Table 6: Summary of One-Way ANOVA on the Degree of Disruption Secondary School Students Disciplinary Problems Create on the Teaching-Learning Process.....</i>	62
<i>Table 7: Summary of one way ANOVA on Home Related Factors of Secondary School Students Disciplinary Problems.....</i>	68
<i>Table 8: Summary of One-Way ANOVA on Peer Factors for Secondary School Students' Disciplinary Problems.....</i>	70
<i>Table 9: Summary of One-Way ANNOVA on Teachers Related Factors of Secondary School Students Disciplinary .....</i>	72
<i>Table 10: Summary of one way ANOVA on School-Related Factors (School Environment and Administration) for Secondary School Students' Disciplinary Problems.....</i>	77
<i>Table 11: Summary of one-way ANOVA on School-Related (Curriculum) Factors for Secondary School Students Disciplinary Problems.....</i>	80
<i>Table 12: Summary of One-Way ANOVA on Personal Factors for Secondary School Students' Disciplinary Problems .....</i>	81
<i>Table 13: Summary of One-Way ANOVA on Coping Strategies for Secondary School Students' Disciplinary Problems .....</i>	84

## Abbreviations

MOE	Ministry of Education
FDRE	Federal Democratic Republic of Ethiopia
SPSS	Statistical Package for the Social Science
SD	Standard Deviation
ANOVA	Analysis of Variance
DF	Degree of Freedom
SS	Sum of Squares
MS	Mean of Squares
MI	Mission
Pr.	Private
TRS	Teachers
STS	Students
Res	Respondents
EC	Ethiopian Calendar

## Abstract

The purposes of the study were to exposure disciplinary problems of secondary school students in Private and Mission secondary schools in A.A, to forward possible solutions for the identified problems and to show effective and appropriate ways in order to avoid or minimize such problems of students. To these ends, attempts were made by the study to identify prevalent disciplinary problems of students and their possible causes by examining the home background, school related factors, peer group factors and personal conditions of students with disciplinary problems. Moreover, the study proposed more effective and appropriate means to alleviate disciplinary problems of students.

The study was conducted on eleven selected sample Private and Mission secondary schools in Addis Ababa. From the sample schools 66 teachers and 411 students were randomly selected to be involved in the study. Data were collected from these respondents using questionnaire. All the respondents with no exception filled in and returned the questionnaire. Then collected data were analyzed using percentage, one-way ANOVA and mean score methods.

The findings on the study revealed that Private and Mission secondary school students in Addis Ababa reflected a number of disciplinary problems, of which the most important ones were talking or indulging in conversation in the presence of the teacher, sleeping in class, failure to do homework and class work, absenteeism, coming to school without materials, late coming or tardiness, disobeying teachers and not listening to them and cheating.

Besides, the study groups perceived a moderate relationship between the over all students disciplinary problems and the degree of their disruption of the teaching-learning process. The result of the study also indicated that higher frequency of disciplinary problems does not necessarily imply-higher degree of disruption.

The findings of the study also indicated that there were many factors of disciplinary problems in the home, the school, peer groups and in the personal conditions of students. To be more specific, regarding the home background of students the study showed that students in Private and Mission secondary schools were reflecting disciplinary problems partly because of their home life situations.

Similarly, the study indicated that there were problems related to teachers and school administration. These problems were found to be major causes for Private and Mission secondary school students' disciplinary problems.

With regard to peer group, the finding of the study indicated that peer related factors have only a minor effect of Private and Mission secondary school students' disciplinary problems. As far as personal conditions is concerned, the study disclosed that adolescence and related factors were major causes for the disciplinary problems observed in Private and Mission secondary schools.

Lastly, as it is evident from the findings in the study positive disciplinary measures were found to be effective and appropriate to minimize or avoid disciplinary problems of students.

# CHAPTER ONE

## 1. THE PROBLEM AND ITS APPROACH

Chapter one deals with the problem and its approach. Under this, sub titles such as Background of the study, Statement of the problem, Significance of the study, Delimitation of the study, Limitation of the study, Research methodology and organization of the study have been treated.

### 1.1 Background of the Study

Every organization has goals to achieve. Achieving organizational goals is a process. Different inputs, to mention the major ones, human and material resources, go into this process. However, the aforementioned inputs are not by themselves complete for the successful accomplishment of organizational goals.

To fulfil goals successfully, there is another important element that should be underlined. It is the establishment and maintenance of good discipline among members working in the organization or institution. Unless and otherwise members behave in such a way as to conform to the rules and regulations, achieving the goals to which their institution is set up is impossible and inputs that go into the process will also be a waste. In support of this, Stoops (1981:95) asserts that "undisciplined organization fall. With discipline, success is possible. With out discipline, chaos is certain." Devise (1981:424) on his part says, "with out discipline workers' knowledge; materials or any other institutional inputs are to no avail." To create healthy working environment that promotes smooth functioning of institutions, the need to establish good discipline among individuals who are involved in the process is undeniable.

Schools are one of the institutions where a well - established discipline has got a paramount significance to proper functioning towards goal achievement. Discipline is the number one topic in education. Charles (1981:2) also states, 'Discipline is not every thing. It is like the foundation of a house. Nothing good can be built without it.' From what has been said, it is crystal clear that discipline is a means of achieving educational objectives.

To put it in a different way, learning in schools where there are disciplinary problems in class is impossible as classroom disciplinary problems hamper effective listening. Charles (1981:16) in answering a question 'why is discipline necessary?' he stated:

*Learning in school which requires calm surrounding, purposeful direction, and time to think, these conditions cannot be maintained in classroom without adequate discipline where disruptions are frequent, noise is at the threshold of pain and students roam about as they please.*

Ayalew (1996:199) also argues that good discipline is a necessary condition. To realize desired educational objectives, school youngsters must adjust to the existing culture and institutions within which they participate. They have to behave and act up to the expected degree of conformity and consistency. Charles (1981:11) strengthens this point as he said "...discipline does not in itself, provide school learning. It is however, essential in providing a setting, and atmosphere within which learning can occur efficiently and enjoyably."

Taking all the points into account, it is possible to generalize that good discipline is one of the most determinant or influential factors for a school to achieve its predetermined objectives. Hence, establishing and maintaining this in the classroom situation as well as else where outside the classroom setting is highly essential.

However, a deviation is seen in reality as students behave differently from the norms established in schools for many reasons. They display disciplinary problems that contradict with the teaching and learning process.

To come to the specific, as indicated by Argaw (1995 E.C 48) students disciplinary problems at high school level become highly critical and there is a growing concern from time to time from the experience of many professionals. Stoops (1981:96) has pointed out that 'Discipline has deteriorated in schools. This partial breakdown of discipline in schools has resulted in increased vandalism and violence.' Ron and David (1996) brought to our attention a testimony of an English Teacher who resigned at 28 due to students' disciplinary problems to indicate the seriousness of the problem.

The lady teacher, who resigned only after three- and half years teaching, expressed her experience as follows.

*I had a totally uncooperative class... a group of boys were determined to give me a hard time. On one occasion, I had hennaed my hair. I heard comments about this. And somebody asked in a loud stage whisper, whether I had enough left over to do my pubic hair*

Edward (cited in Argaw 1995 E.C:48) explained beginners as well as experienced teachers face disciplinary problems. For instance, beginners have complained that such problem in the students is the biggest obstacle to their work. Similarly, experienced teachers give testimony to this fact. Besides, it seems to express the point in a better way, Lieberman (1990:250) has made a remark on this when saying. 'One of the most difficult problems for any teacher is children who are severely disruptive in class. By creating undesirable behaviour, they not only fail to learn themselves but also seriously interfere with the work of those around them.'

With regard to the Ethiopian context, disciplinary problems of students is one of the various obstacles facing the education system and it has brought about greater negative impact on the teaching- learning process particularly at high school level (MOE1982 E.C:28). Moreover, it is not difficult to guess the significant existence of this problem in secondary schools. In real school life situation; some secondary school students are not free from the aforementioned problems.

They are involved in a variety of misbehaviour such as truancy, cheating stealing, vandalism, quarrelling, making noise, chewing -gum in class, wearing improper clothes, name calling, drug use, throwing objects, disobedience, disorderliness, carelessness, cutting classes, inattention, tardiness, playing cards in school, swearing, the ' show -off' attitude, dishonesty in assigned work, bullying, obscene notes and pictures, disrespect, intimidation, boisterousness and in subordination which result in countless school and classroom disruptions.

## **1.2 Statement of the Problem**

There is an agreement among writers on the significance of the need to establish and maintain good discipline among members in any social institution including schools to create healthy social interaction and good working atmosphere. Schools achieve their desired educational objectives by and large their rules and regulations are accepted and respected by their students. Thus, students are expected to behave and act accordingly. However, the reality is different as the conditions we see in some Mission and Private Secondary Schools in Addis contradict with what has been said. Students do not behave and act in line with norms in the schools rather they are engaged in disruptive behaviour which have negative impact on the teaching and learning process. Different types of undesirable and unacceptable behaviour are observed in these schools. And these

disciplinary problems seem to be the major factors that highly threaten secondary education in these schools. Besides, the student researcher's experience has witnessed high teacher turnover, dissatisfaction among teachers who stay to work and greater suspension rate on the Students side. Therefore, by taking all these factors into consideration, the student researcher found it necessary to conduct this research in some selected Mission and Private Secondary Schools in Addis. Studies that have been conducted on this issue have made their focus on Public and Government Secondary Schools only and left the case of Private and Mission Secondary Schools untouched. However, as experience and observation witness disciplinary problems observed in such schools are worth of separate study. In doing so, the student researcher raised and tried to answer the following basic questions.

1. What are the commonly observed student disciplinary problems in Mission and Private Secondary Schools?
2. To what extent do secondary school disciplinary problems disrupt the teaching learning process when they occur?
3. What are the home-related factors for students' disciplinary problems in these schools?
4. What are school-related factors that contribute to students' disciplinary problems?
5. Are there significant peer group influences that contribute to disciplinary problems of secondary school students?
6. Are there personal factors in the student that contribute to disciplinary problems of students?

7. What can be done to avoid or minimize student disciplinary problems in secondary schools?

### **1.3 Significance of the Study**

This study has the following significances.

1. Major findings of this paper if published serve as a manual or guideline for all concerned bodies such as school principals, teachers, parents and even students to reduce disciplinary problems in the schools. In doing so, it promotes normal functioning of secondary school education in Addis.
2. It offers teachers' encouragement to consider causes of behaviour, so that they may be realistically empowered to affect whatever requires attention in their school.
3. It also offers teachers, with their important overview of pupil behaviour, practical strategies for clarifying the problem situations and devising appropriate changes.
4. It adds some contributions to the literature of school Wide Discipline and Classroom Management that has been accumulated so far.
5. It may also serve as a background for further studies in the future

### **1.4 Delimitation of the Study**

This study is conducted on some selected Mission and Private Schools in Addis Ababa. It is conducted in Addis Ababa as there are more Private and Mission schools and their institutional foundation is also strong. Besides, only the current (2006-07) status of the problem will be covered in this study. This is to say that the past history of disciplinary problems in these schools will not be included in the

study. Last but not least, the study is delimited to cover only environmental factors by stressing on factors around the school, the home environment of students, peer ground, and personal character of students. In other words, genetic and other factors that may contribute to students' disciplinary problems are not the concern of this study (Bark: 1991).

### **1.5 Limitations of the Study**

Environmental factors for disciplinary problems of students needs detailed data collected around the family the school, and the socio-cultural and physical environment in general by using a variety of instruments such as observation, interview, questionnaires. But in the case of this study, due to shortage of time, the students researcher was forced to use data only from teachers and students, which were collected through questionnaires. Moreover, reluctance of some respondents in filling out the questionnaires on time seemed to have minor limitations on the study as it delayed the data for analysis.

### **1.6 Research Methodology and Procedures**

#### **1.6.1 Methodology**

Since the focus of this study was to describe current status of disciplinary problems of students in some Mission and Private Secondary Schools in Addis Ababa, the student researcher involved relatively large number of respondents. For this, the writer found a descriptive survey method as an appropriate methodology. Thus, the descriptive survey method was employed in the study as it was appropriate where the aim was to explore the current status of the problems using data collected from a relatively large sample size.

### 1.6.2 Sources of Data

Relevant data to the study were collected only from primary sources. These sources were Teachers and Students at secondary school level. Here secondary school refers to grade nine to ten plus two including technical and vocational education.

The rationale behind choosing this source of data was the belief that they would give relevant and dependable information since their daily activities were closely related with the issue under study.

### 1.6.3 Sampling Techniques

There are 37 Private and Mission Secondary Schools in Addis. The total number of teachers and students in these schools were 639 and 9603 respectively.

Out of 37 Private and Mission Secondary Schools, 11, (30%), were taken as a sample. The student researcher has applied simple and purposive sampling technique to select 5 Mission and 6 Private schools from the 10 sub - cities to keep the balance between these two school types. However, the schools from the two types were picked at random selection.

There were 1360 and 2751 male and female students in the sample population, respectively. To make the study manageable 10% was taken from each group. This made the total number of student respondents 411.

Similarly, out of 222 teachers who were working in these schools, 66 (30%), were taken. Of these 6 were Deputy Directors and Unit Leaders.

Table-1

Sample Population of Students by School and Gender

No	Name of School	Sub - City	School Type	School Level	Student Population		
					Male	Female	Total
1	Bethel Mekane Yesus	Addis Ketema	Mi	A	0	415	415
2	Bole Messeret Hiwot	Bole	Mi	A	142	166	308
3	Nazereth	Arada	Mi	A	0	452	452
4	Kidest Mariam	Gullelie	Mi	A	21	548	569
5	Yenegew Sew	Bole	Pr	A	221	154	375
6	Alfa	Kirkos	Pr	A	44	51	95
7	Kokeb	Kolfe - Keranio	Pr	A	129	169	298
8	Magic Carpet Yeka Branch	Yeka	Pr	A	264	259	523
9	Akaki Adventist	Yaki - kaliti	Mi	A	392	373	765
10	Lucy Academy	Yeka	Pr	A	76	76	152
11	Africa Kokebe Sec.	Lideta	Pr	A	71	88	159
					1360	2751	4111
					10%- 136	10%- 275	10%-411

Mi = Mission

Pr = Private

A = All Grade Levels (Grade 1-12)

Table-2

Sample Population of Teachers by School

No	Name of School	Sub - city	Sample Size
1	Bethel Mekane Yesus	Addis Ketema	22
2	Bole Mcseret Hiwot	Bole	13
3	Nazereth	Arada	24
4	Kidist Mariam	Gullelie	25
5	Yenegew Sew	Bole	26
6	Alfa	Kirkos	9
7	Kokeb	Kolfe-Keranio	22
8	Magic Carpet Yeka branch	Yeka	35
9	Akaki Adventist	Akaki-Kaliti	22
10	Lucy Academy	Yeka	15
11	Africa Kokeb Sec.	Lideta	9
			222
			30% - 66 teachers

N.B the data shown in the sample population are taken from the 1997 E.C. (2004/2005) Educational Abstract prepared by the City Administration.

#### **1.6.4 Data Gathering Instruments**

For the purpose of data collection, similar questionnaire was provided to all groups of sample to check whether their reactions or responses to similar questions differ or remain the same.

All of the items in this instrument were close ended questions. The language used in constructing items in the questionnaire was English, and then translated into Amharic for students' respondents to facilitate communication ease.

#### **1.6.5 Pilot Testing**

Pilot test was conducted in Lucy Academy which was a randomly selected school. And Teachers and Students were also selected randomly and asked to fill in the questionnaires. The purpose of the Pilot Test was to check the appropriateness of the items of the instrument and accordingly, some necessary amendments based on the feedback received from the respondents was made on the items.

#### **1.6.6 Methods of Data Analysis**

Percentage method was employed to identify characters of respondents. This statistical tool helped to determine the relative standing of characteristics such as age, sex, work experience, academic, qualification and field of specialization. For data of continuous nature, frequency was converted to rating scales and total average ratings, mean score method was used to know the degree of agreements on the items from respondents. To analyze differences in perceptions for the items between two groups of respondents, one-way ANOVA was applied

## 1.7 Organization of the Study

This research paper has four chapters. The first chapter deals with the problem and its approach. Then comes the review of the related literature in the next chapter. The third chapter deals with the presentation and analysis of data. Finally, chapter four presents the summary, conclusions and recommendations.

## 1.8 Definition of Terms

*Discipline* - Willingness to act and behave according to the norms of institution in which one participates.

*Secondary School*: School that offers secondary level education.

*Heterosexual Activity*: a condition characterized by sexual interest in a member or members of the opposite sex.

*Private Schools*: a school that does not have public support and that works independently.

*Mission Schools*: a school operated by a religious body as a part of its missionary effort.

*Adolescence*: a period in human development occurring between puberty and maturity and extending roughly from 13 to 14 years of age into the early 20's (Good, 1973:16).

*Factor*: a cause or determiner, which may be unique to one variable or common to several variables that may be used to account for correlations among a set of variables (and, 1973:233).

*Misbehaviour*: nonconformity to rules and standards such as antagonism, non participation or overt rebellion (Hoult, 1977: 369).

*Perception*: awareness of external objects, conditions relationships, etc (Good, 1973:413).

*Problem*: any significant, perplexing, and challenging situation, real or artificial, the solution of which requires reflective thinking (Good, 1973:438).

## CHAPTER TWO

### Review of Related Literature

This chapter of the paper explores and reviews literatures related to the problem under study.

#### 2.1 The Concept of Discipline

##### 2.1.1 Context and Definition of Discipline

As it is difficult to define and varied and numerous the definitions of discipline are, it calls for a separate discussion before applying it in a school context.

Yeager (1949:82) states 'discipline is a word that is easily understood by everyone but difficult to define.'

Camille (1970:105) on her part says, "Discipline like weather, is a term that often is used and rarely understood." She further states, 'to the parent it implies corporal punishment for recalcitrant offspring; to the athlete it conjures up a pattern of various training and abstention from certain pleasurable activities; to the beginning teacher, it may devote an image of a quiet and orderly classroom, cosy in conformity."

From what has been mentioned earlier, it is clear that defining and understanding discipline requires a careful attention.

Thus, to be in the safe side, it is better to begin with the etymology of the word discipline. Discipline comes from the same Latin root that gives us the word 'disciple'. Werblowsky and Wigoder (1966:23) refer to Paul (a categorical name given to the Palestinian patriarchs of 1<sup>st</sup> - 5<sup>th</sup> century) as the 'disciple' (pupil) of Gamaliel whom Paul had to obey and follow his teaching order, faith, and standard

of life. Bagley (1916:60) further elaborates this saying historically the problem of discipline has been to bring the impulses and conduct of individuals into harmony with the ideas and standards of a master or a leader.

According to the same author, School Discipline meant for a long time subservience of the individual will to the will of the teacher. However, as Bagley (1916:60) puts it, "Changing ideas of education and the development of a philosophy of life which recognizes the fundamental nature of individual rights, have combined to transform rather radically the meaning of discipline. The writer goes on to say under the stimulus of the democratic ideal, the notion of the subservience of the masses to the will of a master has become Repugnant."

Pittenger (1951:322) strengthens this as follows "Education as a development activity involves more or less confusion and it is inconsistent with fixed positions and extreme quietness. Education involving the interaction of teachers and pupils is not primarily concerned with obedience. Rather order in schools is much activity, movement, much free exchange of ideas."

Taking the aforementioned facts into consideration, definitions of discipline given by different authorities are discussed as follows, William (1949:251) defines it "As the act or power directing with a view to securing order through the exercise of authority, restraint, suggestion, or regulations."

Dickinson (1970:275) (in Leadership in instructional Development) defines it "As a state of order in the class or school environment that permits learning to proceed smoothly and productively."

Dictionary of education (1960:186) on its part expresses discipline "as characteristic, degree and kind of orderliness in a given school or the means by

which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the school's function."

Alvin (1970:80) in his article (A concept of Discipline for New Teachers) puts it "As the state of affairs in which the interactivity of students, teacher, and situation produces an environment and organization conducive to learning."

Jenkins(1970:21-26) argues saying Discipline is more than keeping a group of children or young people quiet while we talk to them. He says 'preserving good behaviour is certainly one aspect to discipline, for it is difficult to learn in an atmosphere of confusion. Children have to learn to conform to the rules of behaviour needed in a classroom. A major purpose, however, it to help boys and girls to grow in their understanding of why certain kinds of behaviour, certain attitudes toward other people, certain acceptance of responsibility, are right and necessary, both for the person as an individual and as a member of a group.

Wasell (1970:36) in his article "discipline in the classroom a positive factor" describes discipline 'as the process of developing acceptable behaviour patterns. These patterns are developed through training, and instruction, by practicing obedience to given standards, by self control."

The student researcher chose the definition given by Wasell as it implies control through training and instruction and underlines the importance of self control.

## **2.2 The Importance of Discipline in Schools**

Every organization depends on people behaving in certain ways to achieve its purposes. Companies cannot achieve good results without co-operative effort. Neither can schools. A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.

Hoover in Ayalew (1996:199) underlines the importance of discipline when saying, 'schools as social institutions charged with the responsibility of educating the children of a country, have specific goals to achieve. The attainment of these desired objectives necessitates the creation and maintenance of certain conditions both in the classroom as well as the school in general. Among these conditions is good discipline. In order to realise these goals, not only must school youngsters adjust to the existing culture and institutions within which they participate but also live up to the expected degree of cooperativeness, conformity and consistency of behaviour.

Schools exist to teach values as well as knowledge and skills. Schools teach values through specific activities such as assemblies and lessons, personal and social education. They also promote them in other equally important ways such as through their rules and the behaviour of teachers and pupils towards one another promoting responsible behaviour and self discipline, and the values on which they are based, is an essential task for schools.

Burrup, (1960:286) stressing the significance of discipline, states "... no teacher can afford to minimize or otherwise reduce the importance of good order within the classroom. Learning can never be effective in the absence of good classroom order and discipline."

According to Edward (1992:200) teachers beginning their professional careers complain that lack of school discipline is the principal and most serious impediment to their work and experienced teachers frequently confirm such testimony.

Discipline is a universal cultural phenomenon and order is nature's first law and no less that of the school. According to Dubey, (1980:126) discipline is important in the training of the young for four vital reasons. First, it is necessary for

socialization, for learning the standards of conduct that are approved and tolerated in any culture. Second, it is necessary for any normal personality that's as dependability, self reliance, self control, persistence and ability to tolerate frustration. Third, it is necessary for the internalization of normal standards and obligations or, in other words for the development of conscience. Fourth, discipline is necessary for children's emotional security. Without the guidance provided by unambiguous external controls the young tend to feel bewildered and apprehensive. Too great a burden is placed on their own limited capacity.

However, as Farley (1962:128) puts it discipline is necessary to a teacher only in so far as it aids his work, it degenerates into utter "boil" when it becomes an end itself.

In support of this, Long Faye (1960:112) says classroom management include all that teachers do to help students acquire useful skills and the purpose is always to facilitate teaching- not merely to control or keep order. Thus, Discipline in this light includes more than the elimination of undesirable behaviour, it also involves the learning of desirable behaviour.

### **2.3 Nature of Deviances**

The problem of students' indiscipline in educational institutions throughout the world, has become a concern of all those who may be termed as teachers, educationalists, guardians, parents, politicians, etc.

This problem, therefore, which has become a usual feature in the educational institutions, makes any conscientious teacher pause and think about its nature and causes.

Who is an undisciplined? What is a deviance? Having a clear understanding of the nature and definition of a deviance is a matter of importance in this study as perceptions of indiscipline are contextual. Watkins and Wagner(1987:9) describe this saying

*What one student does in the middle of the school week may be viewed differently from the same thing done in the end of the week. Or what one does outside the school gates maybe perceived differently from the same action inside. In the same way, what a pupil may do in one school may be considered hazardous and completely unacceptable in another. Thus, whether a student's action is seen as a 'breach of discipline' will depend on who does it, where, when, why, to whom, in front of whom and so on.*

Ganagey (1968:5) strengthens this stating "what is misbehaviour to some teachers is certainly not to the others." Montgomery (1967) elaborates this fact further in saying one of the main difficulties in defining behaviour problems is the involvement of value judgement as a result of which one classifies a socially disapproved behaviour as bad behaviour when the other might not.

Taking the aforementioned facts into account, it is not difficult to understand why different authorities define a deviance or a disruption differently. The student researcher found it necessary to see some of the definitions given by authorities before discussing commonly observed deviances.

Dubey(1980:14) says, an undisciplined boy is he who has no control over his overt actions and feelings, desires, and expressions. He adds in relation to classrooms situation, indiscipline can plainly be defined as "an intention to challenge the established order in the school. It is an intentional violation or a wilful challenge to the school order." Indiscipline is disharmony in harmony a discordant note in harmonious presentation. A society is an arrangement of checks and balances, of

rights and duties; disturbing that order is indiscipline. Discipline is an integrated movement like a Relay-race. A man who disturbs this movement or tries to move against the direction of the race is an undisciplined man.

Dubey (1980:15) continues to say, 'In short discipline and indiscipline are the questions of doing within limits and doing without limits, remaining within limitations and going beyond limitations. Construction is said to be the result of controlled and well-guided destruction. When the impulses, feelings and energies are allowed to go directionless, the result is indiscipline and when they're controlled and well-directed it is discipline.

Ganagey (1968:6) on his part describes misbehaviour as any action that is taken where it is not wanted. A quiet, business like demeanour at a party may be just as out of place as a gay, frolicsome approach to long division. He further states, the appropriateness of behaviour is much more dependent upon the purposes of the teacher than upon any characteristic of the behaviour itself.

Talking about disruptive behaviour, Fagen, Long and Sterns (1975:1,2) state when a student's behaviour violates the rights of others or obstructs the fulfilment of his own private goals, it may be considered disruptive. They add, 'more specifically, disruptive behaviour in the school can be defined as behaviour which is incompatible with volitional, socially acceptable efforts to master the required or assigned task.

The point raised by Lawrence, Steed and Young cited in Chris Watkins and Patsy Wagner (1977:55) is not different from others. These authorities define disruptive behaviour as behaviour which interferes seriously with the teaching process and/ or seriously upsets the normal running of the school.

From what has been mentioned so far, there seems a consensus among authors that deviance, misbehaviour or a disruptive behaviour is an activity something that

disrupts or affects the normal functioning of the teaching - learning process as it creates hindrance in its accomplishment.

Thus, in this paper a deviance is defined as any action, activity, movement, etc. which disrupts the school activity and puts a barrier in the fulfilment of its objectives whether in the classroom or elsewhere outside the class room.

#### **2.4 Commonly Observed Deviances in Secondary Schools.**

Student indiscipline assumes various forms of expression. Students ventilate their anger by disturbing classes, hoofing and jeering teachers and conversing audibly with their neighbours inside the class. Out of the classroom, they take to fighting, demonstrating and damaging properties. (Dubey, 1980:162)

Dubey further states the following situations as serious indicators of indiscipline. These are disobeying the teachers and not listening to them attentively in class, telling lies, and making false excuses with the teacher, passing remarks on teachers, quarrelling with class fellows, going out and entering the class without permission of the teacher, making noise - uncalled for, talking or indulging in conversation in the presence of the teacher, harassing class fellows, rubbing shoes and thumping desks, non-cooperation with teachers in relation to maintaining atmosphere in class, organizing mass walk-outs from the class, showing indifference towards teachers, forging signatures of guardians or teachers for serving their fowl ends, writing obscene things on the walls and desks, intimidating or threatening teachers, starting from home for school but not reaching there, roaming about during class hours, criticizing teachers and even sometimes using bad language for them, making out plans for strikes, damaging school property, looking in groups; indulging in fighting or exchanging blows in the compound (Dubey 1980:162).

Farley (1960: 77) on his part identified the following deviances as common in secondary schools. He mentioned stealing school property; practical jokes on teachers, swearing, obscene drawings, pictures, passing of wind, untidiness in classrooms, smoking, bullying, insolence, solvency and careless work, undue chattering in a lesson, bad writing, playing up younger teachers, school meals staff, cleaners, etc. April Fools Day, etc.

Similarly, Ganagey (1968:6) has pointed out some which he thinks common to secondary school students. According to Ganagey, playing cards at school, drinking liquor at school, telling lies, quarrelling, wearing long fingernails, truancy, the 'show-off' attitude, dishonesty in assigned work, bullying, defiance, rudeness, obscene notes and pictures, disobedience, disorderliness, heterosexual activity, masturbation, untruthfulness, talking, carelessness, cutting classes, inattention, tardiness, cheating, throwing objects, etc.

Bagley (1916:15) discussing 'the unruly school and its general causes' states A most unfortunate spirit, antagonistic to order and inimical to effort, dominates the pupils as a body. They are openly disrespectful, to those in authority. Perhaps they sit sullenly in their classes, answering questions in monotonous, and monosyllables, only inertly attentive to the work in hand. They nudge each other when the teacher is not looking; indulge in smirks, giggles, and quarrels as the occasion seems to warrant, groan audibly when tasks are assigned, in general indulge in the form of misbehaviour which, for want of a better term, may be dubbed 'smart aleckism'. At the close of the recitation, they either saunter disdainfully or rush pell-mell back to their seats, or in a departmental school, back to the study or assembly room. In the 'lines', they are mischievous, on the play-ground they are defiantly rough, self consciously boisterous, and intentionally rude. On the street, they may hoot and

jeer at strangers and 'call names' at the teachers passing on their way to and from school.

To come to the Ethiopian context, researchers have indicated that there are various types of disciplinary problems in most of the secondary schools in A.A. Habtamu (1998:41) says criminal and delinquent behaviours, sexual and racial harassment, bullying at schools and child abuse exist throughout the world. Violence, bullying and various abusive behaviours exist in the Ethiopian society at large and in schools in particular.

According to Kassew, major disciplinary problems of secondary students can be put into under four categories. These are dishonesty, aggressiveness, passiveness, and emotional abuses. For him, any form of cheating to get mark, any act of theft, and attempt to destroy school property come under dishonesty behaviours. Aggressive behaviours include picking fight, sexual harassment, throwing pieces of stone or chalk in the class to disturb others and other related activities. On the other hand, being late, missing class, not doing homework, etc. are passive behaviours. Lastly misbehaviours such as laughing at others, insulting, and/or disdainning others, etc are examples of emotional abuses.

Ali Yimer et al. and Kassew Ali cited in Habtamu Wondimu (1998:90) have reported that A.A senior secondary school have some or most of the following disciplinary problems. To mention all, cheating (copying from each other) absenteeism, late coming, tardiness, coming to school drunk, jumping over the fence, forcing the girls to do sexual intercourse, cheating during exams, threatening teachers, destroying school property, throwing things at each other, using addictive drugs in schools, snatching property from peers, demanding money from peers, failure to do homework, teasing, (mocking), smoking in school, writing obscenities on the chalk

board, talking out of turn in class, making unnecessary noise, (whistling), taking exam by proxy.

Argaw (1995 E.C 69-70) has also added some more disciplinary problems having agreed on the aforementioned lists. Argaw indicated others like jumping over the school fence, coming to school without exercise books and other materials, frustrating girls by creating a problem to them, and showing disobedience for teachers.

Moreover, Ayalew (1996:210) has identified more or less all of the problems listed above. In addition, he puts other ones such as telling lies, profanity, poor participation in class, showing bad habits (drinking and smoking), lack of interest in education and fraud under category of disciplinary problems of students.

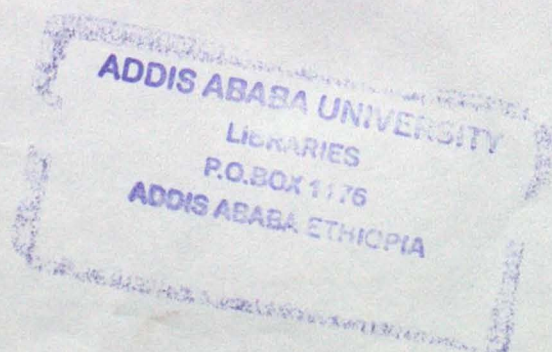
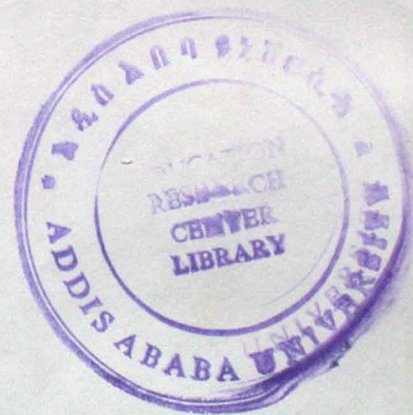
As we learned from the studies conducted by different authors, disciplinary problems of secondary school students are various in their type and nature. To look into the causes of such problems should be the next important task as Selfe and Stow cited in Tirussew (2000:80) say when one behaves badly or oddly, our tendency is to ask such questions as 'what makes him behave that way?' What on earth could she or he have been thinking that lead her to do that? Typical questions about the causes of human behaviour suggests that we believe we can figure out cause and effect - that is, if a behaviour is not caused by poor reasoning, at least we can be rational about its cause or causes. We want to know the causes of troublesome behaviour often because we want to know whom or what to hold responsible for the act. This helps how we might control it.

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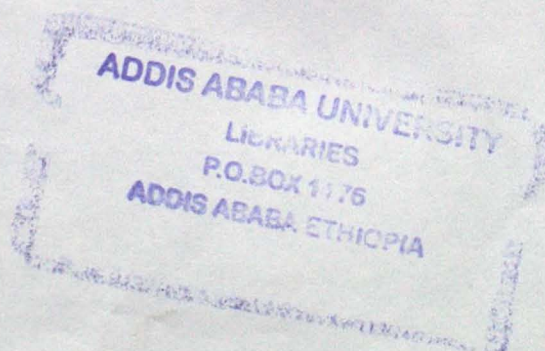
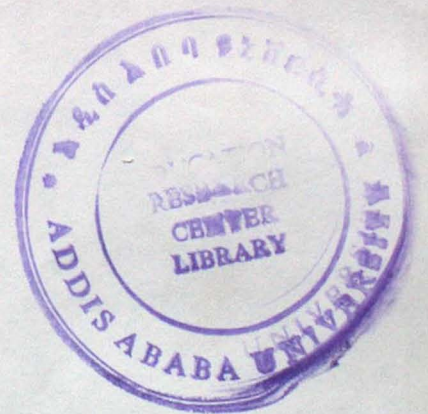
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**MARCH 2007**

**Disciplinary Problems of Students in some Private and  
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**A Thesis Submitted to the School of Graduate Studies  
Addis Ababa University**

**In Partial Fulfilment of the Requirements for the  
Degree of Master of Arts in Educational Planning  
and Management**

**Melaku Engida**

**March 2007**

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# Table of Contents

	Page
Acknowledgements .....	i
Table of Contents .....	ii
List of Tables .....	v
Abbreviations .....	vi
Abstract .....	vii

## CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH .....	1
1.1. Background of the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Significance of the Study.....	6
1.4 Delimitation of the Study.....	6
1.5 Limitations of the Study .....	7
1.6 Research methodology, Source of Data and Sampling Technique .....	7
1.6.1 Methodology .....	7
1.6.2 Source of Data.....	7
1.6.3 Sampling Technique .....	8
1.6.4 Data Gathering Instruments.....	10
1.6.5 Pilot Testing.....	11
1.6.6 Methods of Data analysis.....	11
1.7 Organization of the Study .....	11
1.8 Definition of Terms.....	12

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Discipline .....	13
2.1.1 Context and Definition of Discipline .....	13
2.2 The Importance of Discipline .....	15
2.3 Nature of Deviances .....	17
2.4 Commonly Observed Deviances in Secondary Schools.....	20
2.5 Factors that Cause Deviances in Secondary Schools.....	24
2.5.1 Home Related Factors.....	26
2.5.2 School Related Factors .....	30
2.5.2.1 Teachers .....	30
2.5.2.2 School Environment and Administration.....	33
2.5.2.3 School Curriculum .....	36
2.5.3 Peer Pressure.....	37
2.5.4 <u>Personal Problems of Students</u> .....	40
2.5.5 Mass Entertainment .....	41
2.6 Commonly Taken Measures to Discourage Deviances at Schools.....	43
2.6.1 Negative (Power Assertive) Disciplinary Practice .....	44
2.6.2 Positive (Love oriented) Disciplinary Practices .....	45

## CHAPTER THREE

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS .....	47
3.1 Characteristics of Respondents.....	47
3.2 Disciplinary Problems of Secondary School Students.....	51
3.3 Degree of Disruption.....	61
3.4 Factors for Disciplinary Problems of Secondary School Students.....	67
3.4.1 Home Related Factors.....	67

3.4.2 Peer Pressure Related Factors .....	69
3.4.3 School Related Factors .....	71
3.4.4 Personal Problems of Students .....	81
3.5 Coping Strategies.....	83

#### CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	86
4.1 Summary.....	86
4.2 Conclusion .....	90
4.3 Recommendations .....	92

Bibliography

Annex

## List of Tables

	<i>Page</i>
<i>Table-1: Sample Population of Students by School and Gender .....</i>	9
<i>Table-2: Sample Population of Teachers by School .....</i>	10
<i>Table 3: Teacher Respondents by Sex, Age, Position, Level of Education and Years of service.....</i>	48
<i>Table 4: Student Respondents by Sex, Age, Grade and Stream .....</i>	50
<i>Table 5: Summary of One-Way ANOVA on Frequency of Disciplinary Problems of Students .....</i>	53
<i>Table 6: Summary of One-Way ANOVA on the Degree of Disruption Secondary School Students Disciplinary Problems Create on the Teaching-Learning Process.....</i>	62
<i>Table 7: Summary of one way ANOVA on Home Related Factors of Secondary School Students Disciplinary Problems.....</i>	68
<i>Table 8: Summary of One-Way ANOVA on Peer Factors for Secondary School Students' Disciplinary Problems.....</i>	70
<i>Table 9: Summary of One-Way ANNOVA on Teachers Related Factors of Secondary School Students Disciplinary .....</i>	72
<i>Table 10: Summary of one way ANOVA on School-Related Factors (School Environment and Administration) for Secondary School Students' Disciplinary Problems.....</i>	77
<i>Table 11: Summary of one-way ANOVA on School-Related (Curriculum) Factors for Secondary School Students Disciplinary Problems.....</i>	80
<i>Table 12: Summary of One-Way ANOVA on Personal Factors for Secondary School Students' Disciplinary Problems .....</i>	81
<i>Table 13: Summary of One-Way ANOVA on Coping Strategies for Secondary School Students' Disciplinary Problems .....</i>	84

## Abbreviations

MOE	Ministry of Education
FDRE	Federal Democratic Republic of Ethiopia
SPSS	Statistical Package for the Social Science
SD	Standard Deviation
ANOVA	Analysis of Variance
DF	Degree of Freedom
SS	Sum of Squares
MS	Mean of Squares
MI	Mission
Pr.	Private
TRS	Teachers
STS	Students
Res	Respondents
EC	Ethiopian Calendar

## Abstract

The purposes of the study were to exposure disciplinary problems of secondary school students in Private and Mission secondary schools in A.A, to forward possible solutions for the identified problems and to show effective and appropriate ways in order to avoid or minimize such problems of students. To these ends, attempts were made by the study to identify prevalent disciplinary problems of students and their possible causes by examining the home background, school related factors, peer group factors and personal conditions of students with disciplinary problems. Moreover, the study proposed more effective and appropriate means to alleviate disciplinary problems of students.

The study was conducted on eleven selected sample Private and Mission secondary schools in Addis Ababa. From the sample schools 66 teachers and 411 students were randomly selected to be involved in the study. Data were collected from these respondents using questionnaire. All the respondents with no exception filled in and returned the questionnaire. Then collected data were analyzed using percentage, one-way ANOVA and mean score methods.

The findings on the study revealed that Private and Mission secondary school students in Addis Ababa reflected a number of disciplinary problems, of which the most important ones were talking or indulging in conversation in the presence of the teacher, sleeping in class, failure to do homework and class work, absenteeism, coming to school without materials, late coming or tardiness, disobeying teachers and not listening to them and cheating.

Besides, the study groups perceived a moderate relationship between the over all students disciplinary problems and the degree of their disruption of the teaching-learning process. The result of the study also indicated that higher frequency of disciplinary problems does not necessarily imply-higher degree of disruption.

The findings of the study also indicated that there were many factors of disciplinary problems in the home, the school, peer groups and in the personal conditions of students. To be more specific, regarding the home background of students the study showed that students in Private and Mission secondary schools were reflecting disciplinary problems partly because of their home life situations.

Similarly, the study indicated that there were problems related to teachers and school administration. These problems were found to be major causes for Private and Mission secondary school students' disciplinary problems.

With regard to peer group, the finding of the study indicated that peer related factors have only a minor effect of Private and Mission secondary school students' disciplinary problems. As far as personal conditions is concerned, the study disclosed that adolescence and related factors were major causes for the disciplinary problems observed in Private and Mission secondary schools.

Lastly, as it is evident from the findings in the study positive disciplinary measures were found to be effective and appropriate to minimize or avoid disciplinary problems of students.

# CHAPTER ONE

## 1. THE PROBLEM AND ITS APPROACH

Chapter one deals with the problem and its approach. Under this, sub titles such as Background of the study, Statement of the problem, Significance of the study, Delimitation of the study, Limitation of the study, Research methodology and organization of the study have been treated.

### 1.1 Background of the Study

Every organization has goals to achieve. Achieving organizational goals is a process. Different inputs, to mention the major ones, human and material resources, go into this process. However, the aforementioned inputs are not by themselves complete for the successful accomplishment of organizational goals.

To fulfil goals successfully, there is another important element that should be underlined. It is the establishment and maintenance of good discipline among members working in the organization or institution. Unless and otherwise members behave in such a way as to conform to the rules and regulations, achieving the goals to which their institution is set up is impossible and inputs that go into the process will also be a waste. In support of this, Stoops (1981:95) asserts that "undisciplined organization fall. With discipline, success is possible. With out discipline, chaos is certain." Devise (1981:424) on his part says, "with out discipline workers' knowledge; materials or any other institutional inputs are to no avail." To create healthy working environment that promotes smooth functioning of institutions, the need to establish good discipline among individuals who are involved in the process is undeniable.

Schools are one of the institutions where a well - established discipline has got a paramount significance to proper functioning towards goal achievement. Discipline is the number one topic in education. Charles (1981:2) also states, 'Discipline is not every thing. It is like the foundation of a house. Nothing good can be built without it.' From what has been said, it is crystal clear that discipline is a means of achieving educational objectives.

To put it in a different way, learning in schools where there are disciplinary problems in class is impossible as classroom disciplinary problems hamper effective listening. Charles (1981:16) in answering a question 'why is discipline necessary?' he stated:

*Learning in school which requires calm surrounding, purposeful direction, and time to think, these conditions cannot be maintained in classroom without adequate discipline where disruptions are frequent, noise is at the threshold of pain and students roam about as they please.*

Ayalew (1996:199) also argues that good discipline is a necessary condition. To realize desired educational objectives, school youngsters must adjust to the existing culture and institutions within which they participate. They have to behave and act up to the expected degree of conformity and consistency. Charles (1981:11) strengthens this point as he said "...discipline does not in itself, provide school learning. It is however, essential in providing a setting, and atmosphere within which learning can occur efficiently and enjoyably."

Taking all the points into account, it is possible to generalize that good discipline is one of the most determinant or influential factors for a school to achieve its predetermined objectives. Hence, establishing and maintaining this in the classroom situation as well as else where outside the classroom setting is highly essential.

However, a deviation is seen in reality as students behave differently from the norms established in schools for many reasons. They display disciplinary problems that contradict with the teaching and learning process.

To come to the specific, as indicated by Argaw (1995 E.C 48) students disciplinary problems at high school level become highly critical and there is a growing concern from time to time from the experience of many professionals. Stoops (1981:96) has pointed out that 'Discipline has deteriorated in schools. This partial breakdown of discipline in schools has resulted in increased vandalism and violence.' Ron and David (1996) brought to our attention a testimony of an English Teacher who resigned at 28 due to students' disciplinary problems to indicate the seriousness of the problem.

The lady teacher, who resigned only after three- and half years teaching, expressed her experience as follows.

*I had a totally uncooperative class... a group of boys were determined to give me a hard time. On one occasion, I had hennaed my hair. I heard comments about this. And somebody asked in a loud stage whisper, whether I had enough left over to do my pubic hair*

Edward (cited in Argaw 1995 E.C:48) explained beginners as well as experienced teachers face disciplinary problems. For instance, beginners have complained that such problem in the students is the biggest obstacle to their work. Similarly, experienced teachers give testimony to this fact. Besides, it seems to express the point in a better way, Lieberman (1990:250) has made a remark on this when saying. 'One of the most difficult problems for any teacher is children who are severely disruptive in class. By creating undesirable behaviour, they not only fail to learn themselves but also seriously interfere with the work of those around them.'

With regard to the Ethiopian context, disciplinary problems of students is one of the various obstacles facing the education system and it has brought about greater negative impact on the teaching- learning process particularly at high school level (MOE1982 E.C:28). Moreover, it is not difficult to guess the significant existence of this problem in secondary schools. In real school life situation; some secondary school students are not free from the aforementioned problems.

They are involved in a variety of misbehaviour such as truancy, cheating stealing, vandalism, quarrelling, making noise, chewing -gum in class, wearing improper clothes, name calling, drug use, throwing objects, disobedience, disorderliness, carelessness, cutting classes, inattention, tardiness, playing cards in school, swearing, the ' show -off' attitude, dishonesty in assigned work, bullying, obscene  
→ notes and pictures, disrespect, intimidation, boisterousness and in subordination which result in countless school and classroom disruptions.

## 1.2 Statement of the Problem

There is an agreement among writers on the significance of the need to establish and maintain good discipline among members in any social institution including schools to create healthy social interaction and good working atmosphere. Schools achieve their desired educational objectives by and large their rules and regulations are accepted and respected by their students. Thus, students are expected to behave and act accordingly. However, the reality is different as the conditions we see in some Mission and Private Secondary Schools in Addis contradict with what has been said. Students do not behave and act in line with norms in the schools rather they are engaged in disruptive behaviour which have negative impact on the teaching and learning process. Different types of undesirable and unacceptable behaviour are observed in these schools. And these

disciplinary problems seem to be the major factors that highly threaten secondary education in these schools. Besides, the student researcher's experience has witnessed high teacher turnover, dissatisfaction among teachers who stay to work and greater suspension rate on the Students side. Therefore, by taking all these factors into consideration, the student researcher found it necessary to conduct this research in some selected Mission and Private Secondary Schools in Addis. Studies that have been conducted on this issue have made their focus on Public and Government Secondary Schools only and left the case of Private and Mission Secondary Schools untouched. However, as experience and observation witness disciplinary problems observed in such schools are worth of separate study. In doing so, the student researcher raised and tried to answer the following basic questions.

1. What are the commonly observed student disciplinary problems in Mission and Private Secondary Schools?
2. To what extent do secondary school disciplinary problems disrupt the teaching learning process when they occur?
3. What are the home-related factors for students' disciplinary problems in these schools?
4. What are school-related factors that contribute to students' disciplinary problems?
5. Are there significant peer group influences that contribute to disciplinary problems of secondary school students?
6. Are there personal factors in the student that contribute to disciplinary problems of students?

7. What can be done to avoid or minimize student disciplinary problems in secondary schools?

### **1.3 Significance of the Study**

This study has the following significances.

1. Major findings of this paper if published serve as a manual or guideline for all concerned bodies such as school principals, teachers, parents and even students to reduce disciplinary problems in the schools. In doing so, it promotes normal functioning of secondary school education in Addis.
2. It offers teachers' encouragement to consider causes of behaviour, so that they may be realistically empowered to affect whatever requires attention in their school.
3. It also offers teachers, with their important overview of pupil behaviour, practical strategies for clarifying the problem situations and devising appropriate changes.
4. It adds some contributions to the literature of school Wide Discipline and Classroom Management that has been accumulated so far.
5. It may also serve as a background for further studies in the future

### **1.4 Delimitation of the Study**

This study is conducted on some selected Mission and Private Schools in Addis Ababa. It is conducted in Addis Ababa as there are more Private and Mission schools and their institutional foundation is also strong. Besides, only the current (2006-07) status of the problem will be covered in this study. This is to say that the past history of disciplinary problems in these schools will not be included in the

study. Last but not least, the study is delimited to cover only environmental factors by stressing on factors around the school, the home environment of students, peer ground, and personal character of students. In other words, genetic and other factors that may contribute to students' disciplinary problems are not the concern of this study (Bark: 1991).

### **1.5 Limitations of the Study**

Environmental factors for disciplinary problems of students needs detailed data collected around the family the school, and the socio-cultural and physical environment in general by using a variety of instruments such as observation, interview, questionnaires. But in the case of this study, due to shortage of time, the students researcher was forced to use data only from teachers and students, which were collected through questionnaires. Moreover, reluctance of some respondents in filling out the questionnaires on time seemed to have minor limitations on the study as it delayed the data for analysis.

### **1.6 Research Methodology and Procedures**

#### **1.6.1 Methodology**

Since the focus of this study was to describe current status of disciplinary problems of students in some Mission and Private Secondary Schools in Addis Ababa, the student researcher involved relatively large number of respondents. For this, the writer found a descriptive survey method as an appropriate methodology. Thus, the descriptive survey method was employed in the study as it was appropriate where the aim was to explore the current status of the problems using data collected from a relatively large sample size.

### 1.6.2 Sources of Data

Relevant data to the study were collected only from primary sources. These sources were Teachers and Students at secondary school level. Here secondary school refers to grade nine to ten plus two including technical and vocational education.

The rationale behind choosing this source of data was the belief that they would give relevant and dependable information since their daily activities were closely related with the issue under study.

### 1.6.3 Sampling Techniques

There are 37 Private and Mission Secondary Schools in Addis. The total number of teachers and students in these schools were 639 and 9603 respectively.

Out of 37 Private and Mission Secondary Schools, 11, (30%), were taken as a sample. The student researcher has applied simple and purposive sampling technique to select 5 Mission and 6 Private schools from the 10 sub - cities to keep the balance between these two school types. However, the schools from the two types were picked at random selection.

There were 1360 and 2751 male and female students in the sample population, respectively. To make the study manageable 10% was taken from each group. This made the total number of student respondents 411.

Similarly, out of 222 teachers who were working in these schools, 66 (30%), were taken. Of these 6 were Deputy Directors and Unit Leaders.

Table-1

Sample Population of Students by School and Gender

No	Name of School	Sub - City	School Type	School Level	Student Population		
					Male	Female	Total
1	Bethel Mekane Yesus	Addis Ketema	Mi	A	0	415	415
2	Bole Messeret Hiwot	Bole	Mi	A	142	166	308
3	Nazereth	Arada	Mi	A	0	452	452
4	Kidest Mariam	Gullelie	Mi	A	21	548	569
5	Yenegew Sew	Bole	Pr	A	221	154	375
6	Alfa	Kirkos	Pr	A	44	51	95
7	Kokeb	Kolfe - Keranio	Pr	A	129	169	298
8	Magic Carpet Yeka Branch	Yeka	Pr	A	264	259	523
9	Akaki Adventist	Yaki - kaliti	Mi	A	392	373	765
10	Lucy Academy	Yeka	Pr	A	76	76	152
11	Africa Kokebe Sec.	Lideta	Pr	A	71	88	159
					1360	2751	4111
					10%- 136	10%- 275	10%-411

Mi = Mission

Pr = Private

A = All Grade Levels (Grade 1-12)

Table-2

Sample Population of Teachers by School

No	Name of School	Sub - city	Sample Size
1	Bethel Mekane Yesus	Addis Ketema	22
2	Bole Mcseret Hiwot	Bole	13
3	Nazereth	Arada	24
4	Kidist Mariam	Gullelie	25
5	Yenegew Sew	Bole	26
6	Alfa	Kirkos	9
7	Kokeb	Kolfe-Keranio	22
8	Magic Carpet Yeka branch	Yeka	35
9	Akaki Adventist	Akaki-Kaliti	22
10	Lucy Academy	Yeka	15
11	Africa Kokeb Sec.	Lideta	9
			222
			30% - 66 teachers

N.B the data shown in the sample population are taken from the 1997 E.C. (2004/2005) Educational Abstract prepared by the City Administration.

#### **1.6.4 Data Gathering Instruments**

For the purpose of data collection, similar questionnaire was provided to all groups of sample to check whether their reactions or responses to similar questions differ or remain the same.

All of the items in this instrument were close ended questions. The language used in constructing items in the questionnaire was English, and then translated into Amharic for students' respondents to facilitate communication ease.

#### **1.6.5 Pilot Testing**

Pilot test was conducted in Lucy Academy which was a randomly selected school. And Teachers and Students were also selected randomly and asked to fill in the questionnaires. The purpose of the Pilot Test was to check the appropriateness of the items of the instrument and accordingly, some necessary amendments based on the feedback received from the respondents was made on the items.

#### **1.6.6 Methods of Data Analysis**

Percentage method was employed to identify characters of respondents. This statistical tool helped to determine the relative standing of characteristics such as age, sex, work experience, academic, qualification and field of specialization. For data of continuous nature, frequency was converted to rating scales and total average ratings, mean score method was used to know the degree of agreements on the items from respondents. To analyze differences in perceptions for the items between two groups of respondents, one-way ANOVA was applied

## 1.7 Organization of the Study

This research paper has four chapters. The first chapter deals with the problem and its approach. Then comes the review of the related literature in the next chapter. The third chapter deals with the presentation and analysis of data. Finally, chapter four presents the summary, conclusions and recommendations.

## 1.8 Definition of Terms

*Discipline* - Willingness to act and behave according to the norms of institution in which one participates.

*Secondary School*: School that offers secondary level education.

*Heterosexual Activity*: a condition characterized by sexual interest in a member or members of the opposite sex.

*Private Schools*: a school that does not have public support and that works independently.

*Mission Schools*: a school operated by a religious body as a part of its missionary effort.

*Adolescence*: a period in human development occurring between puberty and maturity and extending roughly from 13 to 14 years of age into the early 20's (Good, 1973:16).

*Factor*: a cause or determiner, which may be unique to one variable or common to several variables that may be used to account for correlations among a set of variables (and, 1973:233).

*Misbehaviour*: nonconformity to rules and standards such as antagonism, non participation or overt rebellion (Hoult, 1977: 369).

*Perception*: awareness of external objects, conditions relationships, etc (Good, 1973:413).

*Problem*: any significant, perplexing, and challenging situation, real or artificial, the solution of which requires reflective thinking (Good, 1973:438).

## CHAPTER TWO

### Review of Related Literature

This chapter of the paper explores and reviews literatures related to the problem under study.

#### 2.1 The Concept of Discipline

##### 2.1.1 Context and Definition of Discipline

As it is difficult to define and varied and numerous the definitions of discipline are, it calls for a separate discussion before applying it in a school context.

Yeager (1949:82) states 'discipline is a word that is easily understood by everyone but difficult to define.'

Camille (1970:105) on her part says, "Discipline like weather, is a term that often is used and rarely understood." She further states, 'to the parent it implies corporal punishment for recalcitrant offspring; to the athlete it conjures up a pattern of various training and abstention from certain pleasurable activities; to the beginning teacher, it may devote an image of a quiet and orderly classroom, cosy in conformity."

From what has been mentioned earlier, it is clear that defining and understanding discipline requires a careful attention.

Thus, to be in the safe side, it is better to begin with the etymology of the word discipline. Discipline comes from the same Latin root that gives us the word 'disciple'. Werblowsky and Wigoder (1966:23) refer to Paul (a categorical name given to the Palestinian patriarchs of 1<sup>st</sup> - 5<sup>th</sup> century) as the 'disciple' (pupil) of Gamaliel whom Paul had to obey and follow his teaching order, faith, and standard

of life. Bagley (1916:60) further elaborates this saying historically the problem of discipline has been to bring the impulses and conduct of individuals into harmony with the ideas and standards of a master or a leader.

According to the same author, School Discipline meant for a long time subservience of the individual will to the will of the teacher. However, as Bagley (1916:60) puts it, "Changing ideas of education and the development of a philosophy of life which recognizes the fundamental nature of individual rights, have combined to transform rather radically the meaning of discipline. The writer goes on to say under the stimulus of the democratic ideal, the notion of the subservience of the masses to the will of a master has become Repugnant."

Pittenger (1951:322) strengthens this as follows "Education as a development activity involves more or less confusion and it is inconsistent with fixed positions and extreme quietness. Education involving the interaction of teachers and pupils is not primarily concerned with obedience. Rather order in schools is much activity, movement, much free exchange of ideas."

Taking the aforementioned facts into consideration, definitions of discipline given by different authorities are discussed as follows, William (1949:251) defines it "As the act or power directing with a view to securing order through the exercise of authority, restraint, suggestion, or regulations."

Dickinson (1970:275) (in Leadership in instructional Development) defines it "As a state of order in the class or school environment that permits learning to proceed smoothly and productively."

Dictionary of education (1960:186) on its part expresses discipline "as characteristic, degree and kind of orderliness in a given school or the means by

which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the school's function."

Alvin (1970:80) in his article (A concept of Discipline for New Teachers) puts it "As the state of affairs in which the interactivity of students, teacher, and situation produces an environment and organization conducive to learning."

Jenkins(1970:21-26) argues saying Discipline is more than keeping a group of children or young people quiet while we talk to them. He says 'preserving good behaviour is certainly one aspect to discipline, for it is difficult to learn in an atmosphere of confusion. Children have to learn to conform to the rules of behaviour needed in a classroom. A major purpose, however, it to help boys and girls to grow in their understanding of why certain kinds of behaviour, certain attitudes toward other people, certain acceptance of responsibility, are right and necessary, both for the person as an individual and as a member of a group.

Wasell (1970:36) in his article "discipline in the classroom a positive factor" describes discipline 'as the process of developing acceptable behaviour patterns. These patterns are developed through training, and instruction, by practicing obedience to given standards, by self control."

The student researcher chose the definition given by Wasell as it implies control through training and instruction and underlines the importance of self control.

## **2.2 The Importance of Discipline in Schools**

Every organization depends on people behaving in certain ways to achieve its purposes. Companies cannot achieve good results without co-operative effort. Neither can schools. A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.

Hoover in Ayalew (1996:199) underlines the importance of discipline when saying, 'schools as social institutions charged with the responsibility of educating the children of a country, have specific goals to achieve. The attainment of these desired objectives necessitates the creation and maintenance of certain conditions both in the classroom as well as the school in general. Among these conditions is good discipline. In order to realise these goals, not only must school youngsters adjust to the existing culture and institutions within which they participate but also live up to the expected degree of cooperativeness, conformity and consistency of behaviour.

Schools exist to teach values as well as knowledge and skills. Schools teach values through specific activities such as assemblies and lessons, personal and social education. They also promote them in other equally important ways such as through their rules and the behaviour of teachers and pupils towards one another promoting responsible behaviour and self discipline, and the values on which they are based, is an essential task for schools.

Burrup, (1960:286) stressing the significance of discipline, states "... no teacher can afford to minimize or otherwise reduce the importance of good order within the classroom. Learning can never be effective in the absence of good classroom order and discipline."

According to Edward (1992:200) teachers beginning their professional careers complain that lack of school discipline is the principal and most serious impediment to their work and experienced teachers frequently confirm such testimony.

Discipline is a universal cultural phenomenon and order is nature's first law and no less that of the school. According to Dubey, (1980:126) discipline is important in the training of the young for four vital reasons. First, it is necessary for

socialization, for learning the standards of conduct that are approved and tolerated in any culture. Second, it is necessary for any normal personality that's as dependability, self reliance, self control, persistence and ability to tolerate frustration. Third, it is necessary for the internalization of normal standards and obligations or, in other words for the development of conscience. Fourth, discipline is necessary for children's emotional security. Without the guidance provided by unambiguous external controls the young tend to feel bewildered and apprehensive. Too great a burden is placed on their own limited capacity.

However, as Farley (1962:128) puts it discipline is necessary to a teacher only in so far as it aids his work, it degenerates into utter "boil" when it becomes an end itself.

In support of this, Long Faye (1960:112) says classroom management include all that teachers do to help students acquire useful skills and the purpose is always to facilitate teaching- not merely to control or keep order. Thus, Discipline in this light includes more than the elimination of undesirable behaviour, it also involves the learning of desirable behaviour.

### **2.3 Nature of Deviances**

The problem of students' indiscipline in educational institutions throughout the world, has become a concern of all those who may be termed as teachers, educationalists, guardians, parents, politicians, etc.

This problem, therefore, which has become a usual feature in the educational institutions, makes any conscientious teacher pause and think about its nature and causes.

Who is an undisciplined? What is a deviance? Having a clear understanding of the nature and definition of a deviance is a matter of importance in this study as perceptions of indiscipline are contextual. Watkins and Wagner(1987:9) describe this saying

*What one student does in the middle of the school week may be viewed differently from the same thing done in the end of the week. Or what one does outside the school gates maybe perceived differently from the same action inside. In the same way, what a pupil may do in one school may be considered hazardous and completely unacceptable in another. Thus, whether a student's action is seen as a 'breach of discipline' will depend on who does it, where, when, why, to whom, in front of whom and so on.*

Ganagey (1968:5) strengthens this stating "what is misbehaviour to some teachers is certainly not to the others." Montgomery (1967) elaborates this fact further in saying one of the main difficulties in defining behaviour problems is the involvement of value judgement as a result of which one classifies a socially disapproved behaviour as bad behaviour when the other might not.

Taking the aforementioned facts into account, it is not difficult to understand why different authorities define a deviance or a disruption differently. The student researcher found it necessary to see some of the definitions given by authorities before discussing commonly observed deviances.

Dubey(1980:14) says, an undisciplined boy is he who has no control over his overt actions and feelings, desires, and expressions. He adds in relation to classrooms situation, indiscipline can plainly be defined as "an intention to challenge the established order in the school. It is an intentional violation or a wilful challenge to the school order." Indiscipline is disharmony in harmony a discordant note in harmonious presentation. A society is an arrangement of checks and balances, of

rights and duties; disturbing that order is indiscipline. Discipline is an integrated movement like a Relay-race. A man who disturbs this movement or tries to move against the direction of the race is an undisciplined man.

Dubey (1980:15) continues to say, 'In short discipline and indiscipline are the questions of doing within limits and doing without limits, remaining within limitations and going beyond limitations. Construction is said to be the result of controlled and well-guided destruction. When the impulses, feelings and energies are allowed to go directionless, the result is indiscipline and when they're controlled and well-directed it is discipline.

Ganagey (1968:6) on his part describes misbehaviour as any action that is taken where it is not wanted. A quiet, business like demeanour at a party may be just as out of place as a gay, frolicsome approach to long division. He further states, the appropriateness of behaviour is much more dependent upon the purposes of the teacher than upon any characteristic of the behaviour itself.

Talking about disruptive behaviour, Fagen, Long and Sterns (1975:1,2) state when a student's behaviour violates the rights of others or obstructs the fulfilment of his own private goals, it may be considered disruptive. They add, 'more specifically, disruptive behaviour in the school can be defined as behaviour which is incompatible with volitional, socially acceptable efforts to master the required or assigned task.

The point raised by Lawrence, Steed and Young cited in Chris Watkins and Patsy Wagner (1977:55) is not different from others. These authorities define disruptive behaviour as behaviour which interferes seriously with the teaching process and/ or seriously upsets the normal running of the school.

From what has been mentioned so far, there seems a consensus among authors that deviance, misbehaviour or a disruptive behaviour is an activity something that

disrupts or affects the normal functioning of the teaching - learning process as it creates hindrance in its accomplishment.

Thus, in this paper a deviance is defined as any action, activity, movement, etc. which disrupts the school activity and puts a barrier in the fulfilment of its objectives whether in the classroom or elsewhere outside the class room.

#### **2.4 Commonly Observed Deviances in Secondary Schools.**

Student indiscipline assumes various forms of expression. Students ventilate their anger by disturbing classes, hoofing and jeering teachers and conversing audibly with their neighbours inside the class. Out of the classroom, they take to fighting, demonstrating and damaging properties. (Dubey, 1980:162)

Dubey further states the following situations as serious indicators of indiscipline. These are disobeying the teachers and not listening to them attentively in class, telling lies, and making false excuses with the teacher, passing remarks on teachers, quarrelling with class fellows, going out and entering the class without permission of the teacher, making noise - uncalled for, talking or indulging in conversation in the presence of the teacher, harassing class fellows, rubbing shoes and thumping desks, non-cooperation with teachers in relation to maintaining atmosphere in class, organizing mass walk-outs from the class, showing indifference towards teachers, forging signatures of guardians or teachers for serving their fowl ends, writing obscene things on the walls and desks, intimidating or threatening teachers, starting from home for school but not reaching there, roaming about during class hours, criticizing teachers and even sometimes using bad language for them, making out plans for strikes, damaging school property, looking in groups; indulging in fighting or exchanging blows in the compound (Dubey 1980:162).

Farley (1960: 77) on his part identified the following deviances as common in secondary schools. He mentioned stealing school property; practical jokes on teachers, swearing, obscene drawings, pictures, passing of wind, untidiness in classrooms, smoking, bullying, insolence, solvency and careless work, undue chattering in a lesson, bad writing, playing up younger teachers, school meals staff, cleaners, etc. April Fools Day, etc.

Similarly, Ganagey (1968:6) has pointed out some which he thinks common to secondary school students. According to Ganagey, playing cards at school, drinking liquor at school, telling lies, quarrelling, wearing long fingernails, truancy, the 'show-off' attitude, dishonesty in assigned work, bullying, defiance, rudeness, obscene notes and pictures, disobedience, disorderliness, heterosexual activity, masturbation, untruthfulness, talking, carelessness, cutting classes, inattention, tardiness, cheating, throwing objects, etc.

Bagley (1916:15) discussing 'the unruly school and its general causes' states A most unfortunate spirit, antagonistic to order and inimical to effort, dominates the pupils as a body. They are openly disrespectful, to those in authority. Perhaps they sit sullenly in their classes, answering questions in monotones, and monosyllables, only inertly attentive to the work in hand. They nudge each other when the teacher is not looking; indulge in smirks, giggles, and quarrels as the occasion seems to warrant, groan audibly when tasks are assigned, in general indulge in the form of misbehaviour which, for want of a better term, may be dubbed 'smart aleckism'. At the close of the recitation, they either saunter disdainfully or rush pell-mell back to their seats, or in a departmental school, back to the study or assembly room. In the 'lines', they are mischievous, on the play-ground they are defiantly rough, self consciously boisterous, and intentionally rude. On the street, they may hoot and

jeer at strangers and 'call names' at the teachers passing on their way to and from school.

To come to the Ethiopian context, researchers have indicated that there are various types of disciplinary problems in most of the secondary schools in A.A. Habtamu (1998:41) says criminal and delinquent behaviours, sexual and racial harassment, bullying at schools and child abuse exist throughout the world. Violence, bullying and various abusive behaviours exist in the Ethiopian society at large and in schools in particular.

According to Kassew, major disciplinary problems of secondary students can be put into under four categories. These are dishonesty, aggressiveness, passiveness, and emotional abuses. For him, any form of cheating to get mark, any act of theft, and attempt to destroy school property come under dishonesty behaviours. Aggressive behaviours include picking fight, sexual harassment, throwing pieces of stone or chalk in the class to disturb others and other related activities. On the other hand, being late, missing class, not doing homework, etc. are passive behaviours. Lastly misbehaviours such as laughing at others, insulting, and/or disdaining others, etc are examples of emotional abuses.

Ali Yimer et al. and Kassew Ali cited in Habtamu Wondimu (1998:90) have reported that A.A senior secondary school have some or most of the following disciplinary problems. To mention all, cheating (copying from each other) absenteeism, late coming, tardiness, coming to school drunk, jumping over the fence, forcing the girls to do sexual intercourse, cheating during exams, threatening teachers, destroying school property, throwing things at each other, using addictive drugs in schools, snatching property from peers, demanding money from peers, failure to do homework, teasing, (mocking), smoking in school, writing obscenities on the chalk

board, talking out of turn in class, making unnecessary noise, (whistling), taking exam by proxy.

Argaw (1995 E.C 69-70) has also added some more disciplinary problems having agreed on the aforementioned lists. Argaw indicated others like jumping over the school fence, coming to school without exercise books and other materials, frustrating girls by creating a problem to them, and showing disobedience for teachers.

Moreover, Ayalew (1996:210) has identified more or less all of the problems listed above. In addition, he puts other ones such as telling lies, profanity, poor participation in class, showing bad habits (drinking and smoking), lack of interest in education and fraud under category of disciplinary problems of students.

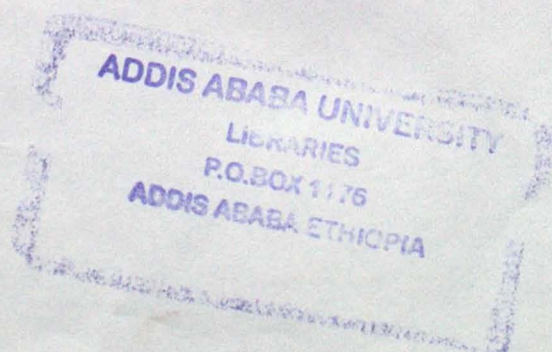
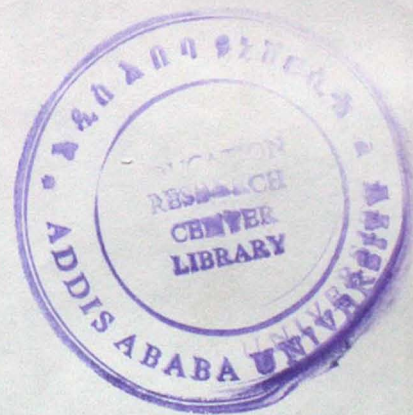
As we learned from the studies conducted by different authors, disciplinary problems of secondary school students are various in their type and nature. To look into the causes of such problems should be the next important task as Selfe and Stow cited in Tirussew (2000:80) say when one behaves badly or oddly, our tendency is to ask such questions as 'what makes him behave that way?' What on earth could she or he have been thinking that lead her to do that? Typical questions about the causes of human behaviour suggests that we believe we can figure out cause and effect - that is, if a behaviour is not caused by poor reasoning, at least we can be rational about its cause or causes. We want to know the causes of troublesome behaviour often because we want to know whom or what to hold responsible for the act. This helps how we might control it.

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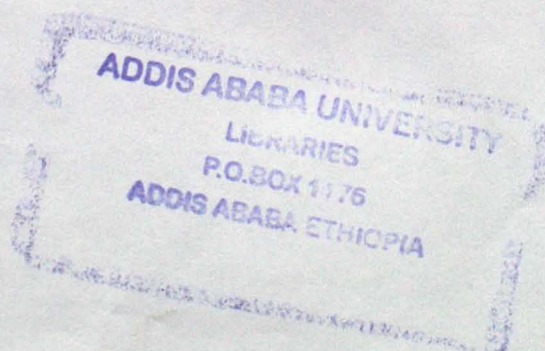
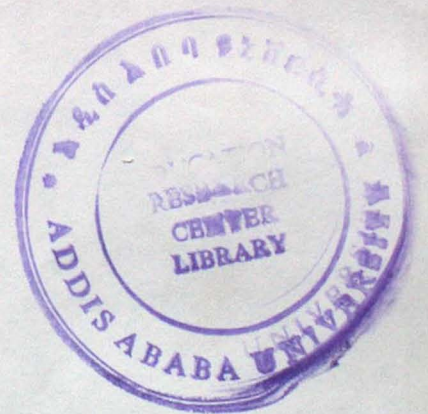
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**MARCH 2007**

**Disciplinary Problems of Students in some Private and  
Mission Secondary Schools in Addis Ababa**



**A Thesis Submitted to the School of Graduate Studies  
Addis Ababa University**

**In Partial Fulfilment of the Requirements for the  
Degree of Master of Arts in Educational Planning  
and Management**

**Melaku Engida**

**March 2007**

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# Table of Contents

	Page
Acknowledgements .....	i
Table of Contents .....	ii
List of Tables .....	v
Abbreviations .....	vi
Abstract .....	vii

## CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH .....	1
1.1. Background of the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Significance of the Study.....	6
1.4 Delimitation of the Study.....	6
1.5 Limitations of the Study .....	7
1.6 Research methodology, Source of Data and Sampling Technique .....	7
1.6.1 Methodology .....	7
1.6.2 Source of Data.....	7
1.6.3 Sampling Technique .....	8
1.6.4 Data Gathering Instruments.....	10
1.6.5 Pilot Testing.....	11
1.6.6 Methods of Data analysis.....	11
1.7 Organization of the Study .....	11
1.8 Definition of Terms.....	12

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Discipline .....	13
2.1.1 Context and Definition of Discipline .....	13
2.2 The Importance of Discipline .....	15
2.3 Nature of Deviances .....	17
2.4 Commonly Observed Deviances in Secondary Schools.....	20
2.5 Factors that Cause Deviances in Secondary Schools.....	24
2.5.1 Home Related Factors.....	26
2.5.2 School Related Factors .....	30
2.5.2.1 Teachers .....	30
2.5.2.2 School Environment and Administration.....	33
2.5.2.3 School Curriculum .....	36
2.5.3 Peer Pressure.....	37
2.5.4 <u>Personal Problems of Students</u> .....	40
2.5.5 Mass Entertainment .....	41
2.6 Commonly Taken Measures to Discourage Deviances at Schools.....	43
2.6.1 Negative (Power Assertive) Disciplinary Practice .....	44
2.6.2 Positive (Love oriented) Disciplinary Practices .....	45

## CHAPTER THREE

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS .....	47
3.1 Characteristics of Respondents.....	47
3.2 Disciplinary Problems of Secondary School Students.....	51
3.3 Degree of Disruption.....	61
3.4 Factors for Disciplinary Problems of Secondary School Students.....	67
3.4.1 Home Related Factors.....	67

3.4.2 Peer Pressure Related Factors .....	69
3.4.3 School Related Factors .....	71
3.4.4 Personal Problems of Students .....	81
3.5 Coping Strategies.....	83

#### CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	86
4.1 Summary.....	86
4.2 Conclusion .....	90
4.3 Recommendations .....	92

Bibliography

Annex

## List of Tables

	<i>Page</i>
<i>Table-1: Sample Population of Students by School and Gender .....</i>	9
<i>Table-2: Sample Population of Teachers by School .....</i>	10
<i>Table 3: Teacher Respondents by Sex, Age, Position, Level of Education and Years of service.....</i>	48
<i>Table 4: Student Respondents by Sex, Age, Grade and Stream .....</i>	50
<i>Table 5: Summary of One-Way ANOVA on Frequency of Disciplinary Problems of Students .....</i>	53
<i>Table 6: Summary of One-Way ANOVA on the Degree of Disruption Secondary School Students Disciplinary Problems Create on the Teaching-Learning Process.....</i>	62
<i>Table 7: Summary of one way ANOVA on Home Related Factors of Secondary School Students Disciplinary Problems.....</i>	68
<i>Table 8: Summary of One-Way ANOVA on Peer Factors for Secondary School Students' Disciplinary Problems.....</i>	70
<i>Table 9: Summary of One-Way ANNOVA on Teachers Related Factors of Secondary School Students Disciplinary .....</i>	72
<i>Table 10: Summary of one way ANOVA on School-Related Factors (School Environment and Administration) for Secondary School Students' Disciplinary Problems.....</i>	77
<i>Table 11: Summary of one-way ANOVA on School-Related (Curriculum) Factors for Secondary School Students Disciplinary Problems.....</i>	80
<i>Table 12: Summary of One-Way ANOVA on Personal Factors for Secondary School Students' Disciplinary Problems .....</i>	81
<i>Table 13: Summary of One-Way ANOVA on Coping Strategies for Secondary School Students' Disciplinary Problems .....</i>	84

## Abbreviations

MOE	Ministry of Education
FDRE	Federal Democratic Republic of Ethiopia
SPSS	Statistical Package for the Social Science
SD	Standard Deviation
ANOVA	Analysis of Variance
DF	Degree of Freedom
SS	Sum of Squares
MS	Mean of Squares
MI	Mission
Pr.	Private
TRS	Teachers
STS	Students
Res	Respondents
EC	Ethiopian Calendar

## Abstract

The purposes of the study were to exposure disciplinary problems of secondary school students in Private and Mission secondary schools in A.A, to forward possible solutions for the identified problems and to show effective and appropriate ways in order to avoid or minimize such problems of students. To these ends, attempts were made by the study to identify prevalent disciplinary problems of students and their possible causes by examining the home background, school related factors, peer group factors and personal conditions of students with disciplinary problems. Moreover, the study proposed more effective and appropriate means to alleviate disciplinary problems of students.

The study was conducted on eleven selected sample Private and Mission secondary schools in Addis Ababa. From the sample schools 66 teachers and 411 students were randomly selected to be involved in the study. Data were collected from these respondents using questionnaire. All the respondents with no exception filled in and returned the questionnaire. Then collected data were analyzed using percentage, one-way ANOVA and mean score methods.

The findings on the study revealed that Private and Mission secondary school students in Addis Ababa reflected a number of disciplinary problems, of which the most important ones were talking or indulging in conversation in the presence of the teacher, sleeping in class, failure to do homework and class work, absenteeism, coming to school without materials, late coming or tardiness, disobeying teachers and not listening to them and cheating.

Besides, the study groups perceived a moderate relationship between the over all students disciplinary problems and the degree of their disruption of the teaching-learning process. The result of the study also indicated that higher frequency of disciplinary problems does not necessarily imply-higher degree of disruption.

The findings of the study also indicated that there were many factors of disciplinary problems in the home, the school, peer groups and in the personal conditions of students. To be more specific, regarding the home background of students the study showed that students in Private and Mission secondary schools were reflecting disciplinary problems partly because of their home life situations.

Similarly, the study indicated that there were problems related to teachers and school administration. These problems were found to be major causes for Private and Mission secondary school students' disciplinary problems.

With regard to peer group, the finding of the study indicated that peer related factors have only a minor effect of Private and Mission secondary school students' disciplinary problems. As far as personal conditions is concerned, the study disclosed that adolescence and related factors were major causes for the disciplinary problems observed in Private and Mission secondary schools.

Lastly, as it is evident from the findings in the study positive disciplinary measures were found to be effective and appropriate to minimize or avoid disciplinary problems of students.

# CHAPTER ONE

## 1. THE PROBLEM AND ITS APPROACH

Chapter one deals with the problem and its approach. Under this, sub titles such as Background of the study, Statement of the problem, Significance of the study, Delimitation of the study, Limitation of the study, Research methodology and organization of the study have been treated.

### 1.1 Background of the Study

Every organization has goals to achieve. Achieving organizational goals is a process. Different inputs, to mention the major ones, human and material resources, go into this process. However, the aforementioned inputs are not by themselves complete for the successful accomplishment of organizational goals.

To fulfil goals successfully, there is another important element that should be underlined. It is the establishment and maintenance of good discipline among members working in the organization or institution. Unless and otherwise members behave in such a way as to conform to the rules and regulations, achieving the goals to which their institution is set up is impossible and inputs that go into the process will also be a waste. In support of this, Stoops (1981:95) asserts that "undisciplined organization fall. With discipline, success is possible. With out discipline, chaos is certain." Devise (1981:424) on his part says, "with out discipline workers' knowledge; materials or any other institutional inputs are to no avail." To create healthy working environment that promotes smooth functioning of institutions, the need to establish good discipline among individuals who are involved in the process is undeniable.

Schools are one of the institutions where a well - established discipline has got a paramount significance to proper functioning towards goal achievement. Discipline is the number one topic in education. Charles (1981:2) also states, 'Discipline is not every thing. It is like the foundation of a house. Nothing good can be built without it.' From what has been said, it is crystal clear that discipline is a means of achieving educational objectives.

To put it in a different way, learning in schools where there are disciplinary problems in class is impossible as classroom disciplinary problems hamper effective listening. Charles (1981:16) in answering a question 'why is discipline necessary?' he stated:

*Learning in school which requires calm surrounding, purposeful direction, and time to think, these conditions cannot be maintained in classroom without adequate discipline where disruptions are frequent, noise is at the threshold of pain and students roam about as they please.*

Ayalew (1996:199) also argues that good discipline is a necessary condition. To realize desired educational objectives, school youngsters must adjust to the existing culture and institutions within which they participate. They have to behave and act up to the expected degree of conformity and consistency. Charles (1981:11) strengthens this point as he said "...discipline does not in itself, provide school learning. It is however, essential in providing a setting, and atmosphere within which learning can occur efficiently and enjoyably."

Taking all the points into account, it is possible to generalize that good discipline is one of the most determinant or influential factors for a school to achieve its predetermined objectives. Hence, establishing and maintaining this in the classroom situation as well as else where outside the classroom setting is highly essential.

However, a deviation is seen in reality as students behave differently from the norms established in schools for many reasons. They display disciplinary problems that contradict with the teaching and learning process.

To come to the specific, as indicated by Argaw (1995 E.C 48) students disciplinary problems at high school level become highly critical and there is a growing concern from time to time from the experience of many professionals. Stoops (1981:96) has pointed out that 'Discipline has deteriorated in schools. This partial breakdown of discipline in schools has resulted in increased vandalism and violence.' Ron and David (1996) brought to our attention a testimony of an English Teacher who resigned at 28 due to students' disciplinary problems to indicate the seriousness of the problem.

The lady teacher, who resigned only after three- and half years teaching, expressed her experience as follows.

*I had a totally uncooperative class... a group of boys were determined to give me a hard time. On one occasion, I had hennaed my hair. I heard comments about this. And somebody asked in a loud stage whisper, whether I had enough left over to do my pubic hair*

Edward (cited in Argaw 1995 E.C:48) explained beginners as well as experienced teachers face disciplinary problems. For instance, beginners have complained that such problem in the students is the biggest obstacle to their work. Similarly, experienced teachers give testimony to this fact. Besides, it seems to express the point in a better way, Lieberman (1990:250) has made a remark on this when saying. 'One of the most difficult problems for any teacher is children who are severely disruptive in class. By creating undesirable behaviour, they not only fail to learn themselves but also seriously interfere with the work of those around them.'

With regard to the Ethiopian context, disciplinary problems of students is one of the various obstacles facing the education system and it has brought about greater negative impact on the teaching- learning process particularly at high school level (MOE1982 E.C:28). Moreover, it is not difficult to guess the significant existence of this problem in secondary schools. In real school life situation; some secondary school students are not free from the aforementioned problems.

They are involved in a variety of misbehaviour such as truancy, cheating stealing, vandalism, quarrelling, making noise, chewing -gum in class, wearing improper clothes, name calling, drug use, throwing objects, disobedience, disorderliness, carelessness, cutting classes, inattention, tardiness, playing cards in school, swearing, the ' show -off' attitude, dishonesty in assigned work, bullying, obscene  
→ notes and pictures, disrespect, intimidation, boisterousness and in subordination which result in countless school and classroom disruptions.

## 1.2 Statement of the Problem

There is an agreement among writers on the significance of the need to establish and maintain good discipline among members in any social institution including schools to create healthy social interaction and good working atmosphere. Schools achieve their desired educational objectives by and large their rules and regulations are accepted and respected by their students. Thus, students are expected to behave and act accordingly. However, the reality is different as the conditions we see in some Mission and Private Secondary Schools in Addis contradict with what has been said. Students do not behave and act in line with norms in the schools rather they are engaged in disruptive behaviour which have negative impact on the teaching and learning process. Different types of undesirable and unacceptable behaviour are observed in these schools. And these

disciplinary problems seem to be the major factors that highly threaten secondary education in these schools. Besides, the student researcher's experience has witnessed high teacher turnover, dissatisfaction among teachers who stay to work and greater suspension rate on the Students side. Therefore, by taking all these factors into consideration, the student researcher found it necessary to conduct this research in some selected Mission and Private Secondary Schools in Addis. Studies that have been conducted on this issue have made their focus on Public and Government Secondary Schools only and left the case of Private and Mission Secondary Schools untouched. However, as experience and observation witness disciplinary problems observed in such schools are worth of separate study. In doing so, the student researcher raised and tried to answer the following basic questions.

1. What are the commonly observed student disciplinary problems in Mission and Private Secondary Schools?
2. To what extent do secondary school disciplinary problems disrupt the teaching learning process when they occur?
3. What are the home-related factors for students' disciplinary problems in these schools?
4. What are school-related factors that contribute to students' disciplinary problems?
5. Are there significant peer group influences that contribute to disciplinary problems of secondary school students?
6. Are there personal factors in the student that contribute to disciplinary problems of students?

7. What can be done to avoid or minimize student disciplinary problems in secondary schools?

### **1.3 Significance of the Study**

This study has the following significances.

1. Major findings of this paper if published serve as a manual or guideline for all concerned bodies such as school principals, teachers, parents and even students to reduce disciplinary problems in the schools. In doing so, it promotes normal functioning of secondary school education in Addis.
2. It offers teachers' encouragement to consider causes of behaviour, so that they may be realistically empowered to affect whatever requires attention in their school.
3. It also offers teachers, with their important overview of pupil behaviour, practical strategies for clarifying the problem situations and devising appropriate changes.
4. It adds some contributions to the literature of school Wide Discipline and Classroom Management that has been accumulated so far.
5. It may also serve as a background for further studies in the future

### **1.4 Delimitation of the Study**

This study is conducted on some selected Mission and Private Schools in Addis Ababa. It is conducted in Addis Ababa as there are more Private and Mission schools and their institutional foundation is also strong. Besides, only the current (2006-07) status of the problem will be covered in this study. This is to say that the past history of disciplinary problems in these schools will not be included in the

study. Last but not least, the study is delimited to cover only environmental factors by stressing on factors around the school, the home environment of students, peer ground, and personal character of students. In other words, genetic and other factors that may contribute to students' disciplinary problems are not the concern of this study (Bark: 1991).

### **1.5 Limitations of the Study**

Environmental factors for disciplinary problems of students needs detailed data collected around the family the school, and the socio-cultural and physical environment in general by using a variety of instruments such as observation, interview, questionnaires. But in the case of this study, due to shortage of time, the students researcher was forced to use data only from teachers and students, which were collected through questionnaires. Moreover, reluctance of some respondents in filling out the questionnaires on time seemed to have minor limitations on the study as it delayed the data for analysis.

### **1.6 Research Methodology and Procedures**

#### **1.6.1 Methodology**

Since the focus of this study was to describe current status of disciplinary problems of students in some Mission and Private Secondary Schools in Addis Ababa, the student researcher involved relatively large number of respondents. For this, the writer found a descriptive survey method as an appropriate methodology. Thus, the descriptive survey method was employed in the study as it was appropriate where the aim was to explore the current status of the problems using data collected from a relatively large sample size.

### 1.6.2 Sources of Data

Relevant data to the study were collected only from primary sources. These sources were Teachers and Students at secondary school level. Here secondary school refers to grade nine to ten plus two including technical and vocational education.

The rationale behind choosing this source of data was the belief that they would give relevant and dependable information since their daily activities were closely related with the issue under study.

### 1.6.3 Sampling Techniques

There are 37 Private and Mission Secondary Schools in Addis. The total number of teachers and students in these schools were 639 and 9603 respectively.

Out of 37 Private and Mission Secondary Schools, 11, (30%), were taken as a sample. The student researcher has applied simple and purposive sampling technique to select 5 Mission and 6 Private schools from the 10 sub - cities to keep the balance between these two school types. However, the schools from the two types were picked at random selection.

There were 1360 and 2751 male and female students in the sample population, respectively. To make the study manageable 10% was taken from each group. This made the total number of student respondents 411.

Similarly, out of 222 teachers who were working in these schools, 66 (30%), were taken. Of these 6 were Deputy Directors and Unit Leaders.

Table-1

## Sample Population of Students by School and Gender

No	Name of School	Sub - City	School Type	School Level	Student Population		
					Male	Female	Total
1	Bethel Mekane Yesus	Addis Ketema	Mi	A	0	415	415
2	Bole Messeret Hiwot	Bole	Mi	A	142	166	308
3	Nazereth	Arada	Mi	A	0	452	452
4	Kidest Mariam	Gullelie	Mi	A	21	548	569
5	Yenegew Sew	Bole	Pr	A	221	154	375
6	Alfa	Kirkos	Pr	A	44	51	95
7	Kokeb	Kolfe - Keranio	Pr	A	129	169	298
8	Magic Carpet Yeka Branch	Yeka	Pr	A	264	259	523
9	Akaki Adventist	Yaki - kaliti	Mi	A	392	373	765
10	Lucy Academy	Yeka	Pr	A	76	76	152
11	Africa Kokebe Sec.	Lideta	Pr	A	71	88	159
					1360	2751	4111
					10%- 136	10%- 275	10%-411

Mi = Mission

Pr = Private

A = All Grade Levels (Grade 1-12)

Table-2

Sample Population of Teachers by School

No	Name of School	Sub - city	Sample Size
1	Bethel Mekane Yesus	Addis Ketema	22
2	Bole Mcseret Hiwot	Bole	13
3	Nazereth	Arada	24
4	Kidist Mariam	Gullelie	25
5	Yenegew Sew	Bole	26
6	Alfa	Kirkos	9
7	Kokeb	Kolfe-Keranio	22
8	Magic Carpet Yeka branch	Yeka	35
9	Akaki Adventist	Akaki-Kaliti	22
10	Lucy Academy	Yeka	15
11	Africa Kokeb Sec.	Lideta	9
			222
			30% - 66 teachers

N.B the data shown in the sample population are taken from the 1997 E.C. (2004/2005) Educational Abstract prepared by the City Administration.

#### **1.6.4 Data Gathering Instruments**

For the purpose of data collection, similar questionnaire was provided to all groups of sample to check whether their reactions or responses to similar questions differ or remain the same.

All of the items in this instrument were close ended questions. The language used in constructing items in the questionnaire was English, and then translated into Amharic for students' respondents to facilitate communication ease.

#### **1.6.5 Pilot Testing**

Pilot test was conducted in Lucy Academy which was a randomly selected school. And Teachers and Students were also selected randomly and asked to fill in the questionnaires. The purpose of the Pilot Test was to check the appropriateness of the items of the instrument and accordingly, some necessary amendments based on the feedback received from the respondents was made on the items.

#### **1.6.6 Methods of Data Analysis**

Percentage method was employed to identify characters of respondents. This statistical tool helped to determine the relative standing of characteristics such as age, sex, work experience, academic, qualification and field of specialization. For data of continuous nature, frequency was converted to rating scales and total average ratings, mean score method was used to know the degree of agreements on the items from respondents. To analyze differences in perceptions for the items between two groups of respondents, one-way ANOVA was applied

## 1.7 Organization of the Study

This research paper has four chapters. The first chapter deals with the problem and its approach. Then comes the review of the related literature in the next chapter. The third chapter deals with the presentation and analysis of data. Finally, chapter four presents the summary, conclusions and recommendations.

## 1.8 Definition of Terms

*Discipline* - Willingness to act and behave according to the norms of institution in which one participates.

*Secondary School*: School that offers secondary level education.

*Heterosexual Activity*: a condition characterized by sexual interest in a member or members of the opposite sex.

*Private Schools*: a school that does not have public support and that works independently.

*Mission Schools*: a school operated by a religious body as a part of its missionary effort.

*Adolescence*: a period in human development occurring between puberty and maturity and extending roughly from 13 to 14 years of age into the early 20's (Good, 1973:16).

*Factor*: a cause or determiner, which may be unique to one variable or common to several variables that may be used to account for correlations among a set of variables (and, 1973:233).

*Misbehaviour*: nonconformity to rules and standards such as antagonism, non participation or overt rebellion (Hoult, 1977: 369).

*Perception:* awareness of external objects, conditions relationships, etc (Good, 1973:413).

*Problem:* any significant, perplexing, and challenging situation, real or artificial, the solution of which requires reflective thinking (Good, 1973:438).

## CHAPTER TWO

### Review of Related Literature

This chapter of the paper explores and reviews literatures related to the problem under study.

#### 2.1 The Concept of Discipline

##### 2.1.1 Context and Definition of Discipline

As it is difficult to define and varied and numerous the definitions of discipline are, it calls for a separate discussion before applying it in a school context.

Yeager (1949:82) states 'discipline is a word that is easily understood by everyone but difficult to define.'

Camille (1970:105) on her part says, "Discipline like weather, is a term that often is used and rarely understood." She further states, 'to the parent it implies corporal punishment for recalcitrant offspring; to the athlete it conjures up a pattern of various training and abstention from certain pleasurable activities; to the beginning teacher, it may devote an image of a quiet and orderly classroom, cosy in conformity."

From what has been mentioned earlier, it is clear that defining and understanding discipline requires a careful attention.

Thus, to be in the safe side, it is better to begin with the etymology of the word discipline. Discipline comes from the same Latin root that gives us the word 'disciple'. Werblowsky and Wigoder (1966:23) refer to Paul (a categorical name given to the Palestinian patriarchs of 1<sup>st</sup> - 5<sup>th</sup> century) as the 'disciple' (pupil) of Gamaliel whom Paul had to obey and follow his teaching order, faith, and standard

of life. Bagley (1916:60) further elaborates this saying historically the problem of discipline has been to bring the impulses and conduct of individuals into harmony with the ideas and standards of a master or a leader.

According to the same author, School Discipline meant for a long time subservience of the individual will to the will of the teacher. However, as Bagley (1916:60) puts it, "Changing ideas of education and the development of a philosophy of life which recognizes the fundamental nature of individual rights, have combined to transform rather radically the meaning of discipline. The writer goes on to say under the stimulus of the democratic ideal, the notion of the subservience of the masses to the will of a master has become Repugnant."

Pittenger (1951:322) strengthens this as follows "Education as a development activity involves more or less confusion and it is inconsistent with fixed positions and extreme quietness. Education involving the interaction of teachers and pupils is not primarily concerned with obedience. Rather order in schools is much activity, movement, much free exchange of ideas."

Taking the aforementioned facts into consideration, definitions of discipline given by different authorities are discussed as follows, William (1949:251) defines it "As the act or power directing with a view to securing order through the exercise of authority, restraint, suggestion, or regulations."

Dickinson (1970:275) (in Leadership in instructional Development) defines it "As a state of order in the class or school environment that permits learning to proceed smoothly and productively."

Dictionary of education (1960:186) on its part expresses discipline "as characteristic, degree and kind of orderliness in a given school or the means by

which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the school's function."

Alvin (1970:80) in his article (A concept of Discipline for New Teachers) puts it "As the state of affairs in which the interactivity of students, teacher, and situation produces an environment and organization conducive to learning."

Jenkins(1970:21-26) argues saying Discipline is more than keeping a group of children or young people quiet while we talk to them. He says 'preserving good behaviour is certainly one aspect to discipline, for it is difficult to learn in an atmosphere of confusion. Children have to learn to conform to the rules of behaviour needed in a classroom. A major purpose, however, it to help boys and girls to grow in their understanding of why certain kinds of behaviour, certain attitudes toward other people, certain acceptance of responsibility, are right and necessary, both for the person as an individual and as a member of a group.

Wasell (1970:36) in his article "discipline in the classroom a positive factor" describes discipline 'as the process of developing acceptable behaviour patterns. These patterns are developed through training, and instruction, by practicing obedience to given standards, by self control."

The student researcher chose the definition given by Wasell as it implies control through training and instruction and underlines the importance of self control.

## **2.2 The Importance of Discipline in Schools**

Every organization depends on people behaving in certain ways to achieve its purposes. Companies cannot achieve good results without co-operative effort. Neither can schools. A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.

Hoover in Ayalew (1996:199) underlines the importance of discipline when saying, 'schools as social institutions charged with the responsibility of educating the children of a country, have specific goals to achieve. The attainment of these desired objectives necessitates the creation and maintenance of certain conditions both in the classroom as well as the school in general. Among these conditions is good discipline. In order to realise these goals, not only must school youngsters adjust to the existing culture and institutions within which they participate but also live up to the expected degree of cooperativeness, conformity and consistency of behaviour.

Schools exist to teach values as well as knowledge and skills. Schools teach values through specific activities such as assemblies and lessons, personal and social education. They also promote them in other equally important ways such as through their rules and the behaviour of teachers and pupils towards one another promoting responsible behaviour and self discipline, and the values on which they are based, is an essential task for schools.

Burrup, (1960:286) stressing the significance of discipline, states "... no teacher can afford to minimize or otherwise reduce the importance of good order within the classroom. Learning can never be effective in the absence of good classroom order and discipline."

According to Edward (1992:200) teachers beginning their professional careers complain that lack of school discipline is the principal and most serious impediment to their work and experienced teachers frequently confirm such testimony.

Discipline is a universal cultural phenomenon and order is nature's first law and no less that of the school. According to Dubey, (1980:126) discipline is important in the training of the young for four vital reasons. First, it is necessary for

socialization, for learning the standards of conduct that are approved and tolerated in any culture. Second, it is necessary for any normal personality that's as dependability, self reliance, self control, persistence and ability to tolerate frustration. Third, it is necessary for the internalization of normal standards and obligations or, in other words for the development of conscience. Fourth, discipline is necessary for children's emotional security. Without the guidance provided by unambiguous external controls the young tend to feel bewildered and apprehensive. Too great a burden is placed on their own limited capacity.

However, as Farley (1962:128) puts it discipline is necessary to a teacher only in so far as it aids his work, it degenerates into utter "boil" when it becomes an end itself.

In support of this, Long Faye (1960:112) says classroom management include all that teachers do to help students acquire useful skills and the purpose is always to facilitate teaching- not merely to control or keep order. Thus, Discipline in this light includes more than the elimination of undesirable behaviour, it also involves the learning of desirable behaviour.

### **2.3 Nature of Deviances**

The problem of students' indiscipline in educational institutions throughout the world, has become a concern of all those who may be termed as teachers, educationalists, guardians, parents, politicians, etc.

This problem, therefore, which has become a usual feature in the educational institutions, makes any conscientious teacher pause and think about its nature and causes.

Who is an undisciplined? What is a deviance? Having a clear understanding of the nature and definition of a deviance is a matter of importance in this study as perceptions of indiscipline are contextual. Watkins and Wagner(1987:9) describe this saying

*What one student does in the middle of the school week may be viewed differently from the same thing done in the end of the week. Or what one does outside the school gates maybe perceived differently from the same action inside. In the same way, what a pupil may do in one school may be considered hazardous and completely unacceptable in another. Thus, whether a student's action is seen as a 'breach of discipline' will depend on who does it, where, when, why, to whom, in front of whom and so on.*

Ganagey (1968:5) strengthens this stating "what is misbehaviour to some teachers is certainly not to the others." Montgomery (1967) elaborates this fact further in saying one of the main difficulties in defining behaviour problems is the involvement of value judgement as a result of which one classifies a socially disapproved behaviour as bad behaviour when the other might not.

Taking the aforementioned facts into account, it is not difficult to understand why different authorities define a deviance or a disruption differently. The student researcher found it necessary to see some of the definitions given by authorities before discussing commonly observed deviances.

Dubey(1980:14) says, an undisciplined boy is he who has no control over his overt actions and feelings, desires, and expressions. He adds in relation to classrooms situation, indiscipline can plainly be defined as "an intention to challenge the established order in the school. It is an intentional violation or a wilful challenge to the school order." Indiscipline is disharmony in harmony a discordant note in harmonious presentation. A society is an arrangement of checks and balances, of

rights and duties; disturbing that order is indiscipline. Discipline is an integrated movement like a Relay-race. A man who disturbs this movement or tries to move against the direction of the race is an undisciplined man.

Dubey (1980:15) continues to say, 'In short discipline and indiscipline are the questions of doing within limits and doing without limits, remaining within limitations and going beyond limitations. Construction is said to be the result of controlled and well-guided destruction. When the impulses, feelings and energies are allowed to go directionless, the result is indiscipline and when they're controlled and well-directed it is discipline.

Ganagey (1968:6) on his part describes misbehaviour as any action that is taken where it is not wanted. A quiet, business like demeanour at a party may be just as out of place as a gay, frolicsome approach to long division. He further states, the appropriateness of behaviour is much more dependent upon the purposes of the teacher than upon any characteristic of the behaviour itself.

Talking about disruptive behaviour, Fagen, Long and Sterns (1975:1,2) state when a student's behaviour violates the rights of others or obstructs the fulfilment of his own private goals, it may be considered disruptive. They add, 'more specifically, disruptive behaviour in the school can be defined as behaviour which is incompatible with volitional, socially acceptable efforts to master the required or assigned task.

The point raised by Lawrence, Steed and Young cited in Chris Watkins and Patsy Wagner (1977:55) is not different from others. These authorities define disruptive behaviour as behaviour which interferes seriously with the teaching process and/ or seriously upsets the normal running of the school.

From what has been mentioned so far, there seems a consensus among authors that deviance, misbehaviour or a disruptive behaviour is an activity something that

disrupts or affects the normal functioning of the teaching - learning process as it creates hindrance in its accomplishment.

Thus, in this paper a deviance is defined as any action, activity, movement, etc. which disrupts the school activity and puts a barrier in the fulfilment of its objectives whether in the classroom or elsewhere outside the class room.

#### **2.4 Commonly Observed Deviances in Secondary Schools.**

Student indiscipline assumes various forms of expression. Students ventilate their anger by disturbing classes, hoofing and jeering teachers and conversing audibly with their neighbours inside the class. Out of the classroom, they take to fighting, demonstrating and damaging properties. (Dubey, 1980:162)

Dubey further states the following situations as serious indicators of indiscipline. These are disobeying the teachers and not listening to them attentively in class, telling lies, and making false excuses with the teacher, passing remarks on teachers, quarrelling with class fellows, going out and entering the class without permission of the teacher, making noise - uncalled for, talking or indulging in conversation in the presence of the teacher, harassing class fellows, rubbing shoes and thumping desks, non-cooperation with teachers in relation to maintaining atmosphere in class, organizing mass walk-outs from the class, showing indifference towards teachers, forging signatures of guardians or teachers for serving their fowl ends, writing obscene things on the walls and desks, intimidating or threatening teachers, starting from home for school but not reaching there, roaming about during class hours, criticizing teachers and even sometimes using bad language for them, making out plans for strikes, damaging school property, looking in groups; indulging in fighting or exchanging blows in the compound (Dubey 1980:162).

Farley (1960: 77) on his part identified the following deviances as common in secondary schools. He mentioned stealing school property; practical jokes on teachers, swearing, obscene drawings, pictures, passing of wind, untidiness in classrooms, smoking, bullying, insolence, solvency and careless work, undue chattering in a lesson, bad writing, playing up younger teachers, school meals staff, cleaners, etc. April Fools Day, etc.

Similarly, Ganagey (1968:6) has pointed out some which he thinks common to secondary school students. According to Ganagey, playing cards at school, drinking liquor at school, telling lies, quarrelling, wearing long fingernails, truancy, the 'show-off' attitude, dishonesty in assigned work, bullying, defiance, rudeness, obscene notes and pictures, disobedience, disorderliness, heterosexual activity, masturbation, untruthfulness, talking, carelessness, cutting classes, inattention, tardiness, cheating, throwing objects, etc.

Bagley (1916:15) discussing 'the unruly school and its general causes' states A most unfortunate spirit, antagonistic to order and inimical to effort, dominates the pupils as a body. They are openly disrespectful, to those in authority. Perhaps they sit sullenly in their classes, answering questions in monotonous, and monosyllables, only inertly attentive to the work in hand. They nudge each other when the teacher is not looking; indulge in smirks, giggles, and quarrels as the occasion seems to warrant, groan audibly when tasks are assigned, in general indulge in the form of misbehaviour which, for want of a better term, may be dubbed 'smart aleckism'. At the close of the recitation, they either saunter disdainfully or rush pell-mell back to their seats, or in a departmental school, back to the study or assembly room. In the 'lines', they are mischievous, on the play-ground they are defiantly rough, self consciously boisterous, and intentionally rude. On the street, they may hoot and

jeer at strangers and 'call names' at the teachers passing on their way to and from school.

To come to the Ethiopian context, researchers have indicated that there are various types of disciplinary problems in most of the secondary schools in A.A. Habtamu (1998:41) says criminal and delinquent behaviours, sexual and racial harassment, bullying at schools and child abuse exist throughout the world. Violence, bullying and various abusive behaviours exist in the Ethiopian society at large and in schools in particular.

According to Kassew, major disciplinary problems of secondary students can be put into under four categories. These are dishonesty, aggressiveness, passiveness, and emotional abuses. For him, any form of cheating to get mark, any act of theft, and attempt to destroy school property come under dishonesty behaviours. Aggressive behaviours include picking fight, sexual harassment, throwing pieces of stone or chalk in the class to disturb others and other related activities. On the other hand, being late, missing class, not doing homework, etc. are passive behaviours. Lastly misbehaviours such as laughing at others, insulting, and/or disdainning others, etc are examples of emotional abuses.

Ali Yimer et al. and Kassew Ali cited in Habtamu Wondimu (1998:90) have reported that A.A senior secondary school have some or most of the following disciplinary problems. To mention all, cheating (copying from each other) absenteeism, late coming, tardiness, coming to school drunk, jumping over the fence, forcing the girls to do sexual intercourse, cheating during exams, threatening teachers, destroying school property, throwing things at each other, using addictive drugs in schools, snatching property from peers, demanding money from peers, failure to do homework, teasing, (mocking), smoking in school, writing obscenities on the chalk

board, talking out of turn in class, making unnecessary noise, (whistling), taking exam by proxy.

Argaw (1995 E.C 69-70) has also added some more disciplinary problems having agreed on the aforementioned lists. Argaw indicated others like jumping over the school fence, coming to school without exercise books and other materials, frustrating girls by creating a problem to them, and showing disobedience for teachers.

Moreover, Ayalew (1996:210) has identified more or less all of the problems listed above. In addition, he puts other ones such as telling lies, profanity, poor participation in class, showing bad habits (drinking and smoking), lack of interest in education and fraud under category of disciplinary problems of students.

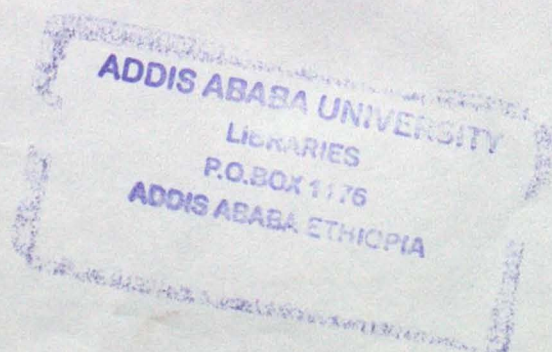
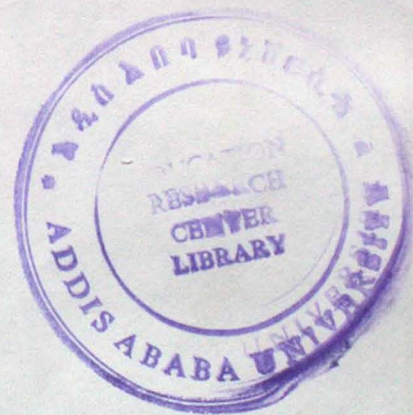
As we learned from the studies conducted by different authors, disciplinary problems of secondary school students are various in their type and nature. To look into the causes of such problems should be the next important task as Selfe and Stow cited in Tirussew (2000:80) say when one behaves badly or oddly, our tendency is to ask such questions as 'what makes him behave that way?' What on earth could she or he have been thinking that lead her to do that? Typical questions about the causes of human behaviour suggests that we believe we can figure out cause and effect - that is, if a behaviour is not caused by poor reasoning, at least we can be rational about its cause or causes. We want to know the causes of troublesome behaviour often because we want to know whom or what to hold responsible for the act. This helps how we might control it.

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**DISCIPLINARY PROBLEMS OF STUDENTS IN SOME  
PRIVATE AND MISSION SECONDARY SCHOOLS IN  
ADDIS ABABA**

**BY:**

**MELAKU ENGIDA**



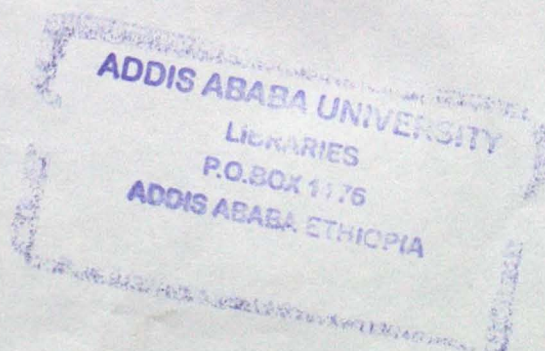
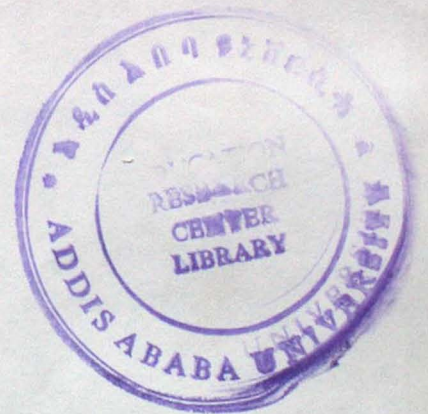
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**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**DISCIPLINARY PROBLEMS OF STUDENTS IN SOME  
PRIVATE AND MISSION SECONDARY SCHOOLS IN  
ADDIS ABABA**

**BY:**

**MELAKU ENGIDA**



**MARCH 2007**

**Disciplinary Problems of Students in some Private and  
Mission Secondary Schools in Addis Ababa**



**A Thesis Submitted to the School of Graduate Studies  
Addis Ababa University**

**In Partial Fulfilment of the Requirements for the  
Degree of Master of Arts in Educational Planning  
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**Melaku Engida**

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# Table of Contents

	Page
Acknowledgements .....	i
Table of Contents .....	ii
List of Tables .....	v
Abbreviations .....	vi
Abstract .....	vii

## CHAPTER ONE

1. THE PROBLEM AND ITS APPROACH .....	1
1.1. Background of the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Significance of the Study.....	6
1.4 Delimitation of the Study.....	6
1.5 Limitations of the Study .....	7
1.6 Research methodology, Source of Data and Sampling Technique .....	7
1.6.1 Methodology .....	7
1.6.2 Source of Data.....	7
1.6.3 Sampling Technique .....	8
1.6.4 Data Gathering Instruments.....	10
1.6.5 Pilot Testing.....	11
1.6.6 Methods of Data analysis.....	11
1.7 Organization of the Study .....	11
1.8 Definition of Terms.....	12

## CHAPTER TWO

### 2. REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Discipline .....	13
2.1.1 Context and Definition of Discipline .....	13
2.2 The Importance of Discipline .....	15
2.3 Nature of Deviances .....	17
2.4 Commonly Observed Deviances in Secondary Schools.....	20
2.5 Factors that Cause Deviances in Secondary Schools.....	24
2.5.1 Home Related Factors.....	26
2.5.2 School Related Factors .....	30
2.5.2.1 Teachers .....	30
2.5.2.2 School Environment and Administration.....	33
2.5.2.3 School Curriculum .....	36
2.5.3 Peer Pressure.....	37
2.5.4 <u>Personal Problems of Students</u> .....	40
2.5.5 Mass Entertainment .....	41
2.6 Commonly Taken Measures to Discourage Deviances at Schools.....	43
2.6.1 Negative (Power Assertive) Disciplinary Practice .....	44
2.6.2 Positive (Love oriented) Disciplinary Practices .....	45

## CHAPTER THREE

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS .....	47
3.1 Characteristics of Respondents.....	47
3.2 Disciplinary Problems of Secondary School Students.....	51
3.3 Degree of Disruption.....	61
3.4 Factors for Disciplinary Problems of Secondary School Students.....	67
3.4.1 Home Related Factors.....	67

3.4.2 Peer Pressure Related Factors .....	69
3.4.3 School Related Factors .....	71
3.4.4 Personal Problems of Students .....	81
3.5 Coping Strategies.....	83

#### CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	86
4.1 Summary.....	86
4.2 Conclusion .....	90
4.3 Recommendations .....	92

Bibliography

Annex

## List of Tables

	<i>Page</i>
<i>Table-1: Sample Population of Students by School and Gender .....</i>	9
<i>Table-2: Sample Population of Teachers by School .....</i>	10
<i>Table 3: Teacher Respondents by Sex, Age, Position, Level of Education and Years of service.....</i>	48
<i>Table 4: Student Respondents by Sex, Age, Grade and Stream .....</i>	50
<i>Table 5: Summary of One-Way ANOVA on Frequency of Disciplinary Problems of Students .....</i>	53
<i>Table 6: Summary of One-Way ANOVA on the Degree of Disruption Secondary School Students Disciplinary Problems Create on the Teaching-Learning Process.....</i>	62
<i>Table 7: Summary of one way ANOVA on Home Related Factors of Secondary School Students Disciplinary Problems.....</i>	68
<i>Table 8: Summary of One-Way ANOVA on Peer Factors for Secondary School Students' Disciplinary Problems.....</i>	70
<i>Table 9: Summary of One-Way ANNOVA on Teachers Related Factors of Secondary School Students Disciplinary .....</i>	72
<i>Table 10: Summary of one way ANOVA on School-Related Factors (School Environment and Administration) for Secondary School Students' Disciplinary Problems.....</i>	77
<i>Table 11: Summary of one-way ANOVA on School-Related (Curriculum) Factors for Secondary School Students Disciplinary Problems.....</i>	80
<i>Table 12: Summary of One-Way ANOVA on Personal Factors for Secondary School Students' Disciplinary Problems .....</i>	81
<i>Table 13: Summary of One-Way ANOVA on Coping Strategies for Secondary School Students' Disciplinary Problems .....</i>	84

## Abbreviations

MOE	Ministry of Education
FDRE	Federal Democratic Republic of Ethiopia
SPSS	Statistical Package for the Social Science
SD	Standard Deviation
ANOVA	Analysis of Variance
DF	Degree of Freedom
SS	Sum of Squares
MS	Mean of Squares
MI	Mission
Pr.	Private
TRS	Teachers
STS	Students
Res	Respondents
EC	Ethiopian Calendar

## Abstract

The purposes of the study were to exposure disciplinary problems of secondary school students in Private and Mission secondary schools in A.A, to forward possible solutions for the identified problems and to show effective and appropriate ways in order to avoid or minimize such problems of students. To these ends, attempts were made by the study to identify prevalent disciplinary problems of students and their possible causes by examining the home background, school related factors, peer group factors and personal conditions of students with disciplinary problems. Moreover, the study proposed more effective and appropriate means to alleviate disciplinary problems of students.

The study was conducted on eleven selected sample Private and Mission secondary schools in Addis Ababa. From the sample schools 66 teachers and 411 students were randomly selected to be involved in the study. Data were collected from these respondents using questionnaire. All the respondents with no exception filled in and returned the questionnaire. Then collected data were analyzed using percentage, one-way ANOVA and mean score methods.

The findings on the study revealed that Private and Mission secondary school students in Addis Ababa reflected a number of disciplinary problems, of which the most important ones were talking or indulging in conversation in the presence of the teacher, sleeping in class, failure to do homework and class work, absenteeism, coming to school without materials, late coming or tardiness, disobeying teachers and not listening to them and cheating.

Besides, the study groups perceived a moderate relationship between the over all students disciplinary problems and the degree of their disruption of the teaching-learning process. The result of the study also indicated that higher frequency of disciplinary problems does not necessarily imply-higher degree of disruption.

The findings of the study also indicated that there were many factors of disciplinary problems in the home, the school, peer groups and in the personal conditions of students. To be more specific, regarding the home background of students the study showed that students in Private and Mission secondary schools were reflecting disciplinary problems partly because of their home life situations.

Similarly, the study indicated that there were problems related to teachers and school administration. These problems were found to be major causes for Private and Mission secondary school students' disciplinary problems.

With regard to peer group, the finding of the study indicated that peer related factors have only a minor effect of Private and Mission secondary school students' disciplinary problems. As far as personal conditions is concerned, the study disclosed that adolescence and related factors were major causes for the disciplinary problems observed in Private and Mission secondary schools.

Lastly, as it is evident from the findings in the study positive disciplinary measures were found to be effective and appropriate to minimize or avoid disciplinary problems of students.

# CHAPTER ONE

## 1. THE PROBLEM AND ITS APPROACH

Chapter one deals with the problem and its approach. Under this, sub titles such as Background of the study, Statement of the problem, Significance of the study, Delimitation of the study, Limitation of the study, Research methodology and organization of the study have been treated.

### 1.1 Background of the Study

Every organization has goals to achieve. Achieving organizational goals is a process. Different inputs, to mention the major ones, human and material resources, go into this process. However, the aforementioned inputs are not by themselves complete for the successful accomplishment of organizational goals.

To fulfil goals successfully, there is another important element that should be underlined. It is the establishment and maintenance of good discipline among members working in the organization or institution. Unless and otherwise members behave in such a way as to conform to the rules and regulations, achieving the goals to which their institution is set up is impossible and inputs that go into the process will also be a waste. In support of this, Stoops (1981:95) asserts that "undisciplined organization fall. With discipline, success is possible. With out discipline, chaos is certain." Devise (1981:424) on his part says, "with out discipline workers' knowledge; materials or any other institutional inputs are to no avail." To create healthy working environment that promotes smooth functioning of institutions, the need to establish good discipline among individuals who are involved in the process is undeniable.

Schools are one of the institutions where a well - established discipline has got a paramount significance to proper functioning towards goal achievement. Discipline is the number one topic in education. Charles (1981:2) also states, 'Discipline is not every thing. It is like the foundation of a house. Nothing good can be built without it.' From what has been said, it is crystal clear that discipline is a means of achieving educational objectives.

To put it in a different way, learning in schools where there are disciplinary problems in class is impossible as classroom disciplinary problems hamper effective listening. Charles (1981:16) in answering a question 'why is discipline necessary?' he stated:

*Learning in school which requires calm surrounding, purposeful direction, and time to think, these conditions cannot be maintained in classroom without adequate discipline where disruptions are frequent, noise is at the threshold of pain and students roam about as they please.*

Ayalew (1996:199) also argues that good discipline is a necessary condition. To realize desired educational objectives, school youngsters must adjust to the existing culture and institutions within which they participate. They have to behave and act up to the expected degree of conformity and consistency. Charles (1981:11) strengthens this point as he said "...discipline does not in itself, provide school learning. It is however, essential in providing a setting, and atmosphere within which learning can occur efficiently and enjoyably."

Taking all the points into account, it is possible to generalize that good discipline is one of the most determinant or influential factors for a school to achieve its predetermined objectives. Hence, establishing and maintaining this in the classroom situation as well as else where outside the classroom setting is highly essential.

However, a deviation is seen in reality as students behave differently from the norms established in schools for many reasons. They display disciplinary problems that contradict with the teaching and learning process.

To come to the specific, as indicated by Argaw (1995 E.C 48) students disciplinary problems at high school level become highly critical and there is a growing concern from time to time from the experience of many professionals. Stoops (1981:96) has pointed out that 'Discipline has deteriorated in schools. This partial breakdown of discipline in schools has resulted in increased vandalism and violence.' Ron and David (1996) brought to our attention a testimony of an English Teacher who resigned at 28 due to students' disciplinary problems to indicate the seriousness of the problem.

The lady teacher, who resigned only after three- and half years teaching, expressed her experience as follows.

*I had a totally uncooperative class... a group of boys were determined to give me a hard time. On one occasion, I had hennaed my hair. I heard comments about this. And somebody asked in a loud stage whisper, whether I had enough left over to do my pubic hair*

Edward (cited in Argaw 1995 E.C:48) explained beginners as well as experienced teachers face disciplinary problems. For instance, beginners have complained that such problem in the students is the biggest obstacle to their work. Similarly, experienced teachers give testimony to this fact. Besides, it seems to express the point in a better way, Lieberman (1990:250) has made a remark on this when saying. 'One of the most difficult problems for any teacher is children who are severely disruptive in class. By creating undesirable behaviour, they not only fail to learn themselves but also seriously interfere with the work of those around them.'

With regard to the Ethiopian context, disciplinary problems of students is one of the various obstacles facing the education system and it has brought about greater negative impact on the teaching- learning process particularly at high school level (MOE1982 E.C:28). Moreover, it is not difficult to guess the significant existence of this problem in secondary schools. In real school life situation; some secondary school students are not free from the aforementioned problems.

They are involved in a variety of misbehaviour such as truancy, cheating stealing, vandalism, quarrelling, making noise, chewing -gum in class, wearing improper clothes, name calling, drug use, throwing objects, disobedience, disorderliness, carelessness, cutting classes, inattention, tardiness, playing cards in school, swearing, the ' show -off' attitude, dishonesty in assigned work, bullying, obscene notes and pictures, disrespect, intimidation, boisterousness and in subordination which result in countless school and classroom disruptions.

## 1.2 Statement of the Problem

There is an agreement among writers on the significance of the need to establish and maintain good discipline among members in any social institution including schools to create healthy social interaction and good working atmosphere. Schools achieve their desired educational objectives by and large their rules and regulations are accepted and respected by their students. Thus, students are expected to behave and act accordingly. However, the reality is different as the conditions we see in some Mission and Private Secondary Schools in Addis contradict with what has been said. Students do not behave and act in line with norms in the schools rather they are engaged in disruptive behaviour which have negative impact on the teaching and learning process. Different types of undesirable and unacceptable behaviour are observed in these schools. And these

disciplinary problems seem to be the major factors that highly threaten secondary education in these schools. Besides, the student researcher's experience has witnessed high teacher turnover, dissatisfaction among teachers who stay to work and greater suspension rate on the Students side. Therefore, by taking all these factors into consideration, the student researcher found it necessary to conduct this research in some selected Mission and Private Secondary Schools in Addis. Studies that have been conducted on this issue have made their focus on Public and Government Secondary Schools only and left the case of Private and Mission Secondary Schools untouched. However, as experience and observation witness disciplinary problems observed in such schools are worth of separate study. In doing so, the student researcher raised and tried to answer the following basic questions.

1. What are the commonly observed student disciplinary problems in Mission and Private Secondary Schools?
2. To what extent do secondary school disciplinary problems disrupt the teaching learning process when they occur?
3. What are the home-related factors for students' disciplinary problems in these schools?
4. What are school-related factors that contribute to students' disciplinary problems?
5. Are there significant peer group influences that contribute to disciplinary problems of secondary school students?
6. Are there personal factors in the student that contribute to disciplinary problems of students?

7. What can be done to avoid or minimize student disciplinary problems in secondary schools?

### **1.3 Significance of the Study**

This study has the following significances.

1. Major findings of this paper if published serve as a manual or guideline for all concerned bodies such as school principals, teachers, parents and even students to reduce disciplinary problems in the schools. In doing so, it promotes normal functioning of secondary school education in Addis.
2. It offers teachers' encouragement to consider causes of behaviour, so that they may be realistically empowered to affect whatever requires attention in their school.
3. It also offers teachers, with their important overview of pupil behaviour, practical strategies for clarifying the problem situations and devising appropriate changes.
4. It adds some contributions to the literature of school Wide Discipline and Classroom Management that has been accumulated so far.
5. It may also serve as a background for further studies in the future

### **1.4 Delimitation of the Study**

This study is conducted on some selected Mission and Private Schools in Addis Ababa. It is conducted in Addis Ababa as there are more Private and Mission schools and their institutional foundation is also strong. Besides, only the current (2006-07) status of the problem will be covered in this study. This is to say that the past history of disciplinary problems in these schools will not be included in the

study. Last but not least, the study is delimited to cover only environmental factors by stressing on factors around the school, the home environment of students, peer ground, and personal character of students. In other words, genetic and other factors that may contribute to students' disciplinary problems are not the concern of this study (Bark: 1991).

### **1.5 Limitations of the Study**

Environmental factors for disciplinary problems of students needs detailed data collected around the family the school, and the socio-cultural and physical environment in general by using a variety of instruments such as observation, interview, questionnaires. But in the case of this study, due to shortage of time, the students researcher was forced to use data only from teachers and students, which were collected through questionnaires. Moreover, reluctance of some respondents in filling out the questionnaires on time seemed to have minor limitations on the study as it delayed the data for analysis.

### **1.6 Research Methodology and Procedures**

#### **1.6.1 Methodology**

Since the focus of this study was to describe current status of disciplinary problems of students in some Mission and Private Secondary Schools in Addis Ababa, the student researcher involved relatively large number of respondents. For this, the writer found a descriptive survey method as an appropriate methodology. Thus, the descriptive survey method was employed in the study as it was appropriate where the aim was to explore the current status of the problems using data collected from a relatively large sample size.

### 1.6.2 Sources of Data

Relevant data to the study were collected only from primary sources. These sources were Teachers and Students at secondary school level. Here secondary school refers to grade nine to ten plus two including technical and vocational education.

The rationale behind choosing this source of data was the belief that they would give relevant and dependable information since their daily activities were closely related with the issue under study.

### 1.6.3 Sampling Techniques

There are 37 Private and Mission Secondary Schools in Addis. The total number of teachers and students in these schools were 639 and 9603 respectively.

Out of 37 Private and Mission Secondary Schools, 11, (30%), were taken as a sample. The student researcher has applied simple and purposive sampling technique to select 5 Mission and 6 Private schools from the 10 sub - cities to keep the balance between these two school types. However, the schools from the two types were picked at random selection.

There were 1360 and 2751 male and female students in the sample population, respectively. To make the study manageable 10% was taken from each group. This made the total number of student respondents 411.

Similarly, out of 222 teachers who were working in these schools, 66 (30%), were taken. Of these 6 were Deputy Directors and Unit Leaders.

Table-1

## Sample Population of Students by School and Gender

No	Name of School	Sub - City	School Type	School Level	Student Population		
					Male	Female	Total
1	Bethel Mekane Yesus	Addis Ketema	Mi	A	0	415	415
2	Bole Messeret Hiwot	Bole	Mi	A	142	166	308
3	Nazereth	Arada	Mi	A	0	452	452
4	Kidest Mariam	Gullelie	Mi	A	21	548	569
5	Yenegew Sew	Bole	Pr	A	221	154	375
6	Alfa	Kirkos	Pr	A	44	51	95
7	Kokeb	Kolfe - Keranio	Pr	A	129	169	298
8	Magic Carpet Yeka Branch	Yeka	Pr	A	264	259	523
9	Akaki Adventist	Yaki - kaliti	Mi	A	392	373	765
10	Lucy Academy	Yeka	Pr	A	76	76	152
11	Africa Kokebe Sec.	Lideta	Pr	A	71	88	159
					1360	2751	4111
					10%- 136	10%- 275	10%-411

Mi = Mission

Pr = Private

A = All Grade Levels (Grade 1-12)

Table-2

Sample Population of Teachers by School

No	Name of School	Sub - city	Sample Size
1	Bethel Mekane Yesus	Addis Ketema	22
2	Bole Mcseret Hiwot	Bole	13
3	Nazereth	Arada	24
4	Kidist Mariam	Gullelie	25
5	Yenegew Sew	Bole	26
6	Alfa	Kirkos	9
7	Kokeb	Kolfe-Keranio	22
8	Magic Carpet Yeka branch	Yeka	35
9	Akaki Adventist	Akaki-Kaliti	22
10	Lucy Academy	Yeka	15
11	Africa Kokeb Sec.	Lideta	9
			222
			30% - 66 teachers

N.B the data shown in the sample population are taken from the 1997 E.C. (2004/2005) Educational Abstract prepared by the City Administration.

#### **1.6.4 Data Gathering Instruments**

For the purpose of data collection, similar questionnaire was provided to all groups of sample to check whether their reactions or responses to similar questions differ or remain the same.

All of the items in this instrument were close ended questions. The language used in constructing items in the questionnaire was English, and then translated into Amharic for students' respondents to facilitate communication ease.

#### **1.6.5 Pilot Testing**

Pilot test was conducted in Lucy Academy which was a randomly selected school. And Teachers and Students were also selected randomly and asked to fill in the questionnaires. The purpose of the Pilot Test was to check the appropriateness of the items of the instrument and accordingly, some necessary amendments based on the feedback received from the respondents was made on the items.

#### **1.6.6 Methods of Data Analysis**

Percentage method was employed to identify characters of respondents. This statistical tool helped to determine the relative standing of characteristics such as age, sex, work experience, academic, qualification and field of specialization. For data of continuous nature, frequency was converted to rating scales and total average ratings, mean score method was used to know the degree of agreements on the items from respondents. To analyze differences in perceptions for the items between two groups of respondents, one-way ANOVA was applied

## 1.7 Organization of the Study

This research paper has four chapters. The first chapter deals with the problem and its approach. Then comes the review of the related literature in the next chapter. The third chapter deals with the presentation and analysis of data. Finally, chapter four presents the summary, conclusions and recommendations.

## 1.8 Definition of Terms

*Discipline* - Willingness to act and behave according to the norms of institution in which one participates.

*Secondary School*: School that offers secondary level education.

*Heterosexual Activity*: a condition characterized by sexual interest in a member or members of the opposite sex.

*Private Schools*: a school that does not have public support and that works independently.

*Mission Schools*: a school operated by a religious body as a part of its missionary effort.

*Adolescence*: a period in human development occurring between puberty and maturity and extending roughly from 13 to 14 years of age into the early 20's (Good, 1973:16).

*Factor*: a cause or determiner, which may be unique to one variable or common to several variables that may be used to account for correlations among a set of variables (and, 1973:233).

*Misbehaviour*: nonconformity to rules and standards such as antagonism, non participation or overt rebellion (Hoult, 1977: 369).

*Perception*: awareness of external objects, conditions relationships, etc (Good, 1973:413).

*Problem*: any significant, perplexing, and challenging situation, real or artificial, the solution of which requires reflective thinking (Good, 1973:438).

## CHAPTER TWO

### Review of Related Literature

This chapter of the paper explores and reviews literatures related to the problem under study.

#### 2.1 The Concept of Discipline

##### 2.1.1 Context and Definition of Discipline

As it is difficult to define and varied and numerous the definitions of discipline are, it calls for a separate discussion before applying it in a school context.

Yeager (1949:82) states 'discipline is a word that is easily understood by everyone but difficult to define.'

Camille (1970:105) on her part says, "Discipline like weather, is a term that often is used and rarely understood." She further states, 'to the parent it implies corporal punishment for recalcitrant offspring; to the athlete it conjures up a pattern of various training and abstention from certain pleasurable activities; to the beginning teacher, it may devote an image of a quiet and orderly classroom, cosy in conformity."

From what has been mentioned earlier, it is clear that defining and understanding discipline requires a careful attention.

Thus, to be in the safe side, it is better to begin with the etymology of the word discipline. Discipline comes from the same Latin root that gives us the word 'disciple'. Werblowsky and Wigoder (1966:23) refer to Paul (a categorical name given to the Palestinian patriarchs of 1<sup>st</sup> - 5<sup>th</sup> century) as the 'disciple' (pupil) of Gamaliel whom Paul had to obey and follow his teaching order, faith, and standard

of life. Bagley (1916:60) further elaborates this saying historically the problem of discipline has been to bring the impulses and conduct of individuals into harmony with the ideas and standards of a master or a leader.

According to the same author, School Discipline meant for a long time subservience of the individual will to the will of the teacher. However, as Bagley (1916:60) puts it, "Changing ideas of education and the development of a philosophy of life which recognizes the fundamental nature of individual rights, have combined to transform rather radically the meaning of discipline. The writer goes on to say under the stimulus of the democratic ideal, the notion of the subservience of the masses to the will of a master has become Repugnant."

Pittenger (1951:322) strengthens this as follows "Education as a development activity involves more or less confusion and it is inconsistent with fixed positions and extreme quietness. Education involving the interaction of teachers and pupils is not primarily concerned with obedience. Rather order in schools is much activity, movement, much free exchange of ideas."

Taking the aforementioned facts into consideration, definitions of discipline given by different authorities are discussed as follows, William (1949:251) defines it "As the act or power directing with a view to securing order through the exercise of authority, restraint, suggestion, or regulations."

Dickinson (1970:275) (in Leadership in instructional Development) defines it "As a state of order in the class or school environment that permits learning to proceed smoothly and productively."

Dictionary of education (1960:186) on its part expresses discipline "as characteristic, degree and kind of orderliness in a given school or the means by

which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the school's function."

Alvin (1970:80) in his article (A concept of Discipline for New Teachers) puts it "As the state of affairs in which the interactivity of students, teacher, and situation produces an environment and organization conducive to learning."

Jenkins(1970:21-26) argues saying Discipline is more than keeping a group of children or young people quiet while we talk to them. He says 'preserving good behaviour is certainly one aspect to discipline, for it is difficult to learn in an atmosphere of confusion. Children have to learn to conform to the rules of behaviour needed in a classroom. A major purpose, however, it to help boys and girls to grow in their understanding of why certain kinds of behaviour, certain attitudes toward other people, certain acceptance of responsibility, are right and necessary, both for the person as an individual and as a member of a group.

Wasell (1970:36) in his article "discipline in the classroom a positive factor" describes discipline 'as the process of developing acceptable behaviour patterns. These patterns are developed through training, and instruction, by practicing obedience to given standards, by self control."

The student researcher chose the definition given by Wasell as it implies control through training and instruction and underlines the importance of self control.

## **2.2 The Importance of Discipline in Schools**

Every organization depends on people behaving in certain ways to achieve its purposes. Companies cannot achieve good results without co-operative effort. Neither can schools. A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts these processes.

Hoover in Ayalew (1996:199) underlines the importance of discipline when saying, 'schools as social institutions charged with the responsibility of educating the children of a country, have specific goals to achieve. The attainment of these desired objectives necessitates the creation and maintenance of certain conditions both in the classroom as well as the school in general. Among these conditions is good discipline. In order to realise these goals, not only must school youngsters adjust to the existing culture and institutions within which they participate but also live up to the expected degree of cooperativeness, conformity and consistency of behaviour.

Schools exist to teach values as well as knowledge and skills. Schools teach values through specific activities such as assemblies and lessons, personal and social education. They also promote them in other equally important ways such as through their rules and the behaviour of teachers and pupils towards one another promoting responsible behaviour and self discipline, and the values on which they are based, is an essential task for schools.

Burrup, (1960:286) stressing the significance of discipline, states "... no teacher can afford to minimize or otherwise reduce the importance of good order within the classroom. Learning can never be effective in the absence of good classroom order and discipline."

According to Edward (1992:200) teachers beginning their professional careers complain that lack of school discipline is the principal and most serious impediment to their work and experienced teachers frequently confirm such testimony.

Discipline is a universal cultural phenomenon and order is nature's first law and no less that of the school. According to Dubey, (1980:126) discipline is important in the training of the young for four vital reasons. First, it is necessary for

socialization, for learning the standards of conduct that are approved and tolerated in any culture. Second, it is necessary for any normal personality that's as dependability, self reliance, self control, persistence and ability to tolerate frustration. Third, it is necessary for the internalization of normal standards and obligations or, in other words for the development of conscience. Fourth, discipline is necessary for children's emotional security. Without the guidance provided by unambiguous external controls the young tend to feel bewildered and apprehensive. Too great a burden is placed on their own limited capacity.

However, as Farley (1962:128) puts it discipline is necessary to a teacher only in so far as it aids his work, it degenerates into utter "boil" when it becomes an end itself.

In support of this, Long Faye (1960:112) says classroom management include all that teachers do to help students acquire useful skills and the purpose is always to facilitate teaching- not merely to control or keep order. Thus, Discipline in this light includes more than the elimination of undesirable behaviour, it also involves the learning of desirable behaviour.

### **2.3 Nature of Deviances**

The problem of students' indiscipline in educational institutions throughout the world, has become a concern of all those who may be termed as teachers, educationalists, guardians, parents, politicians, etc.

This problem, therefore, which has become a usual feature in the educational institutions, makes any conscientious teacher pause and think about its nature and causes.

Who is an undisciplined? What is a deviance? Having a clear understanding of the nature and definition of a deviance is a matter of importance in this study as perceptions of indiscipline are contextual. Watkins and Wagner(1987:9) describe this saying

*What one student does in the middle of the school week may be viewed differently from the same thing done in the end of the week. Or what one does outside the school gates maybe perceived differently from the same action inside. In the same way, what a pupil may do in one school may be considered hazardous and completely unacceptable in another. Thus, whether a student's action is seen as a 'breach of discipline' will depend on who does it, where, when, why, to whom, in front of whom and so on.*

Ganagey (1968:5) strengthens this stating "what is misbehaviour to some teachers is certainly not to the others." Montgomery (1967) elaborates this fact further in saying one of the main difficulties in defining behaviour problems is the involvement of value judgement as a result of which one classifies a socially disapproved behaviour as bad behaviour when the other might not.

Taking the aforementioned facts into account, it is not difficult to understand why different authorities define a deviance or a disruption differently. The student researcher found it necessary to see some of the definitions given by authorities before discussing commonly observed deviances.

Dubey(1980:14) says, an undisciplined boy is he who has no control over his overt actions and feelings, desires, and expressions. He adds in relation to classrooms situation, indiscipline can plainly be defined as "an intention to challenge the established order in the school. It is an intentional violation or a wilful challenge to the school order." Indiscipline is disharmony in harmony a discordant note in harmonious presentation. A society is an arrangement of checks and balances, of

rights and duties; disturbing that order is indiscipline. Discipline is an integrated movement like a Relay-race. A man who disturbs this movement or tries to move against the direction of the race is an undisciplined man.

Dubey (1980:15) continues to say, 'In short discipline and indiscipline are the questions of doing within limits and doing without limits, remaining within limitations and going beyond limitations. Construction is said to be the result of controlled and well-guided destruction. When the impulses, feelings and energies are allowed to go directionless, the result is indiscipline and when they're controlled and well-directed it is discipline.

Ganagey (1968:6) on his part describes misbehaviour as any action that is taken where it is not wanted. A quiet, business like demeanour at a party may be just as out of place as a gay, frolicsome approach to long division. He further states, the appropriateness of behaviour is much more dependent upon the purposes of the teacher than upon any characteristic of the behaviour itself.

Talking about disruptive behaviour, Fagen, Long and Sterns (1975:1,2) state when a student's behaviour violates the rights of others or obstructs the fulfilment of his own private goals, it may be considered disruptive. They add, 'more specifically, disruptive behaviour in the school can be defined as behaviour which is incompatible with volitional, socially acceptable efforts to master the required or assigned task.

The point raised by Lawrence, Steed and Young cited in Chris Watkins and Patsy Wagner (1977:55) is not different from others. These authorities define disruptive behaviour as behaviour which interferes seriously with the teaching process and/ or seriously upsets the normal running of the school.

From what has been mentioned so far, there seems a consensus among authors that deviance, misbehaviour or a disruptive behaviour is an activity something that

disrupts or affects the normal functioning of the teaching - learning process as it creates hindrance in its accomplishment.

Thus, in this paper a deviance is defined as any action, activity, movement, etc. which disrupts the school activity and puts a barrier in the fulfilment of its objectives whether in the classroom or elsewhere outside the class room.

#### **2.4 Commonly Observed Deviances in Secondary Schools.**

Student indiscipline assumes various forms of expression. Students ventilate their anger by disturbing classes, hoofing and jeering teachers and conversing audibly with their neighbours inside the class. Out of the classroom, they take to fighting, demonstrating and damaging properties. (Dubey, 1980:162)

Dubey further states the following situations as serious indicators of indiscipline. These are disobeying the teachers and not listening to them attentively in class, telling lies, and making false excuses with the teacher, passing remarks on teachers, quarrelling with class fellows, going out and entering the class without permission of the teacher, making noise - uncalled for, talking or indulging in conversation in the presence of the teacher, harassing class fellows, rubbing shoes and thumping desks, non-cooperation with teachers in relation to maintaining atmosphere in class, organizing mass walk-outs from the class, showing indifference towards teachers, forging signatures of guardians or teachers for serving their fowl ends, writing obscene things on the walls and desks, intimidating or threatening teachers, starting from home for school but not reaching there, roaming about during class hours, criticizing teachers and even sometimes using bad language for them, making out plans for strikes, damaging school property, looking in groups; indulging in fighting or exchanging blows in the compound (Dubey 1980:162).

Farley (1960: 77) on his part identified the following deviances as common in secondary schools. He mentioned stealing school property; practical jokes on teachers, swearing, obscene drawings, pictures, passing of wind, untidiness in classrooms, smoking, bullying, insolence, solvency and careless work, undue chattering in a lesson, bad writing, playing up younger teachers, school meals staff, cleaners, etc. April Fools Day, etc.

Similarly, Ganagey (1968:6) has pointed out some which he thinks common to secondary school students. According to Ganagey, playing cards at school, drinking liquor at school, telling lies, quarrelling, wearing long fingernails, truancy, the 'show-off' attitude, dishonesty in assigned work, bullying, defiance, rudeness, obscene notes and pictures, disobedience, disorderliness, heterosexual activity, masturbation, untruthfulness, talking, carelessness, cutting classes, inattention, tardiness, cheating, throwing objects, etc.

Bagley (1916:15) discussing 'the unruly school and its general causes' states A most unfortunate spirit, antagonistic to order and inimical to effort, dominates the pupils as a body. They are openly disrespectful, to those in authority. Perhaps they sit sullenly in their classes, answering questions in monotonous, and monosyllables, only inertly attentive to the work in hand. They nudge each other when the teacher is not looking; indulge in smirks, giggles, and quarrels as the occasion seems to warrant, groan audibly when tasks are assigned, in general indulge in the form of misbehaviour which, for want of a better term, may be dubbed 'smart aleckism'. At the close of the recitation, they either saunter disdainfully or rush pell-mell back to their seats, or in a departmental school, back to the study or assembly room. In the 'lines', they are mischievous, on the play-ground they are defiantly rough, self consciously boisterous, and intentionally rude. On the street, they may hoot and

jeer at strangers and 'call names' at the teachers passing on their way to and from school.

To come to the Ethiopian context, researchers have indicated that there are various types of disciplinary problems in most of the secondary schools in A.A. Habtamu (1998:41) says criminal and delinquent behaviours, sexual and racial harassment, bullying at schools and child abuse exist throughout the world. Violence, bullying and various abusive behaviours exist in the Ethiopian society at large and in schools in particular.

According to Kassew, major disciplinary problems of secondary students can be put into under four categories. These are dishonesty, aggressiveness, passiveness, and emotional abuses. For him, any form of cheating to get mark, any act of theft, and attempt to destroy school property come under dishonesty behaviours. Aggressive behaviours include picking fight, sexual harassment, throwing pieces of stone or chalk in the class to disturb others and other related activities. On the other hand, being late, missing class, not doing homework, etc. are passive behaviours. Lastly misbehaviours such as laughing at others, insulting, and/or disdaining others, etc are examples of emotional abuses.

Ali Yimer et al. and Kassew Ali cited in Habtamu Wondimu (1998:90) have reported that A.A senior secondary school have some or most of the following disciplinary problems. To mention all, cheating (copying from each other) absenteeism, late coming, tardiness, coming to school drunk, jumping over the fence, forcing the girls to do sexual intercourse, cheating during exams, threatening teachers, destroying school property, throwing things at each other, using addictive drugs in schools, snatching property from peers, demanding money from peers, failure to do homework, teasing, (mocking), smoking in school, writing obscenities on the chalk

board, talking out of turn in class, making unnecessary noise, (whistling), taking exam by proxy.

Argaw (1995 E.C 69-70) has also added some more disciplinary problems having agreed on the aforementioned lists. Argaw indicated others like jumping over the school fence, coming to school without exercise books and other materials, frustrating girls by creating a problem to them, and showing disobedience for teachers.

Moreover, Ayalew (1996:210) has identified more or less all of the problems listed above. In addition, he puts other ones such as telling lies, profanity, poor participation in class, showing bad habits (drinking and smoking), lack of interest in education and fraud under category of disciplinary problems of students.

As we learned from the studies conducted by different authors, disciplinary problems of secondary school students are various in their type and nature. To look into the causes of such problems should be the next important task as Selfe and Stow cited in Tirussew (2000:80) say when one behaves badly or oddly, our tendency is to ask such questions as 'what makes him behave that way?' What on earth could she or he have been thinking that lead her to do that? Typical questions about the causes of human behaviour suggests that we believe we can figure out cause and effect - that is, if a behaviour is not caused by poor reasoning, at least we can be rational about its cause or causes. We want to know the causes of troublesome behaviour often because we want to know whom or what to hold responsible for the act. This helps how we might control it.

## 2.5 Factors that Cause Deviances in Secondary Schools

In arguing that there is always a cause for bad behaviour, Elton (1989:64) puts "Bad behaviour is always entirely the fault of pupils. We reject this view. No pupil is an island. Every incident has a range of immediate and longer term causes. Events in the classroom are influenced by a complex mixture of expectations, attitudes, regulations, policies and laws which are shaped by forces at work in the classroom, the school, the community and society as a whole."

Agreeing there are causes for misbehaviour and arguing not single, but different factors together are responsible, Selfe and Stow in Habtamu (1998:40) state popular notions about the causes of problem behaviour usually contain elements of truth but are simplistic, ascribing nearly all the fault to the single factor. In explaining behaviour problems or disorders, we alternatively say, 'It's the parents' fault because of the way they raised him/ her.' 'The school and those teachers are really to blame for the way they handled him.' 'It's a neurological thing that she/he just can't control.' 'In today's culture, with all of the bad models and nobody setting limits, however could you expect him to behave?'

Selfe and Stow disapprove of such a tendency by putting "In point of fact, we know that a variety of factors can contribute to the growth and development of problem behaviour, and in the typical case we have good reason to believe that several of these factors are involved. A youngster's misbehaviour may be partly biological in origin, partly attributable to the family's child-rearing practices, partly due to mismanagement at school, and partly a function of cultural influences."

Thompson (1976:20) has agreed on this point when he says, "there is, however, rare single cause for human behaviour. This further complicates the treatment of the problem."

Dubey (1980:150) has also acknowledged that there are factors responsible for students unrest or misbehaviour as he says, students unrest, of late, has assumed such a grave dimension that everyone concerned with the student world, has seriously started looking back and recognizing the factors which in varying degrees, contribute to this unhealthy development in the campus or school life. There are some who account it to the pre school life of the child and hold family background as responsible for abnormal growth of personality. Dubey quotes the words of Ausubel in light of this "pupils are also influenced by factors originating in the home, the neighbourhood, the peer group and the mass media."

Wertman and Loftus (1988:208) on their part assert that every behaviour has sources or causes directly or indirectly related to two factors which are genes (hereditary) and/ or environment. According to them, environment refers to both external surroundings in which the person lives and internal biological influences (1988:208).

In this study, however, in the review of related literature, emphasis is given only to the environmental factors as the genetic factors are beyond the scope of the paper.

Therefore, for the purpose of this investigation Factors that are considered major contributors to disciplinary problems of secondary school students are treated as follows.

### 2.5.1 Home Related Factors

Because behavioural and emotional disorders often appear to 'run in the family' if such characteristics are not genetically transmitted, then they must be caused by family interactions. Children undoubtedly learn many of their attitudes and values from their parents and siblings. In other words, the child's family, neighbourhood, and community play a profound part in shaping behaviour. During pre school years and on through school to adulthood, attitudes learned from closest associates affect the child's behaviour. (Maurice & Alice 1982,)

For example, the parents' attitude toward education influences children for good or ill. A child's family unwittingly teaches him/ her undesirable attitudes toward school and academic learning or toward authority. For decades, it was known that a home environment lacking educational stimulation is likely to produce children who have learning difficulties. In support of this, Farley (1962:85) says children who receive reassuring support from their parents are more likely to succeed in school and less likely to be behaviour problems than children whose parent do not care whether they succeed or not. Parents make mistakes when they deprive of reassurance or exert too much pressure on their children to succeed in school. Either extreme can contribute to behaviour problems. Over demanding parents who insist their children bring home nothing but A's can induce feelings of guilt and anxiety, which can erupt as disciplinary problems in the school. (Maurice and Alice, 1982:40)

Besides, research has shown that parental discipline and other aspects of child rearing can contribute to children's emotional and behavioural problems. Discipline that is too lax or too restrictive, especially if the parent is generally hostile toward

the child and inconsistent management of the child at home are likely to foster emotional or behavioural difficulties (Maurice & Alice 1982:40).

Disharmony in the home can produce pupil misconduct in school. A child's relationships with brothers and sisters and parental preferences for one child over the other can create difficulties. It is too common for parents to hold up one child in the family as a model of behaviour. Each child wants to create a personal identity and be valued as an individual. Teachers too often compound the problems by telling a child that an older brother or sister whom they may also have had in a class was a better student.

Farley (1962:65) brings to light the case of working mothers and behaviour problem. He says, 'working mothers tend to express their affection for the children in monetary and economic terms. This naturally does not mean that their affection is limited to this and to this alone. Thus, most secondary school students grow up with a different sense of money values from their teachers.

For parents, their kids are often spoiled and given more money or material possessions than are good for them. Some parents, with the best of sacrificial intentions, end up by neglecting their home life and spoiling their children. They are too tired in the evening to really take an intelligent interest in a constructive home life; they turn on 'Tele'. Hence an attitude develops amongst parents and children of 'that's the school's job.' Children want things all laid on for them, they lack initiative or responsibility. (Farley 1962:80).

The study conducted by Feldhusen and Benning in Ganagey (1968, 1-10) has approved several of the factors discussed above and some others appeared again and again in home situations of children who were constant classroom deviants.

These are:

1. The discipline by the father is lax, overly strict or erratic.
2. The supervision by the mother is at best only fair, or it is downright inadequate.
3. The parents are either indifferent or even hostile toward child.
4. The family members are scattered in diverse activities and operate only somewhat as a unit or perhaps not at all.
5. The parents find it difficult to talk things over regarding the child.
6. The husband-wife relationship lacks closeness and equality or partnership.
7. The parents find many things to disapprove of their child.
8. The mothers are not happy with the communities in which they live.
9. The parents resort to angry physical punishment when the child does wrong. Temper control is a different problem for them at this time.
10. The parents believe that they have little influence on the development of their child.
11. The parents believe that other children exert bad influences upon the child.
12. The parents' leisure time activities lack much of a constructive element.

Patterson and Capaldi (1990:50) cited in Habtamu (ed) puts it although family factors may play a major role in children emotional or behavioural problems, one can not exactly identify the family interactions that are at fault in the individual case. This is partly because the child's behaviour can be a cause of parental behaviour as well as be caused by it. Certainly, families can contribute to children's emotional or behavioural problems whether the problems are mild or severe, through mismanagement, abuse, neglect, disorganization and bad example.

### *Home emotional Atmosphere*

Home emotional Atmosphere in the family can influence the behaviour of children negatively (Kassew 1989 E.C, Berk 1991, Kaplan 1986). It is not unusual, in some families there is lack of peace, cooperativeness, supportive relationships between husband and wife. Such undesirable conditions can generate a lot of adverse effects on the behaviour of children. Children from family characterized by frequent conflicts and quarrels have little time and motivation to learn. (Kassew 1989 E.C 28) Moreover, children from conflict- ridden homes may experience lack of adequate monitoring, and will become victim of serious anti social tendencies. (Berk 1991: 83)

More specifically, frequent conflicts may threaten the integrity of the family. A disintegrated family is serious problem for welfare and behaviour of children, because it is among the most important factors for undesirable emotional atmosphere in the family and other defects that interfere with normal growth and development of the child. (Kassew 1989 E.C, Kaplan 1986; Berk 1991)

To put it in a nutshell, many studies have shown that the stress of marital break up is associated with negative social emotional and cognitive consequences on the development of children. Children find divorce painful experience (Kaplan 1986:451). They reflect anger, fear, guilt, depression, divided loyalty to parents, repression and sleep disturbances (Berk 1991: 378-9). On top of that, broken home is a cause of delinquency.

## **2.5.2 School Related Factors for Disciplinary Problems of Students.**

It's obvious that there are school related factors that can promote or interfere with the development of desirable behaviour in the learners. Research evidence suggests that the pupils' behaviour can be influenced by all the major features and processes of a school. These include the quality of its leadership, teachers and their classroom management, behaviour policy, curriculum, buildings and physical environment, organization and time table and relationships with parents (Collahan and Clark 1998, Ayele 1996, Kaplan 1986, Yeager 1949:80). In this study the most important school related factors are discussed under

### **2.5.2.1 Teachers**

It asks for a radical change of thought before the majority of teachers will admit that teachers themselves can be cause of students' disciplinary problems. Teachers must have an open, introspective personality to look within and recognize that he/she can be a source of student problems.

Kindr Vatter cited in Taye (1997:24) says, 'teachers' behaviours and beliefs contribute directly to student discipline problems. The teacher who plays the role of absolute dictator may be a direct or indirect cause of deviances. Besides, a number of studies have described the effects of an impersonal laissez faire approach to leadership. The teacher who tries to be a non-entity even for idealistic reasons may be in for trouble.

As Pawlas puts it a major source of disciplinary problems can be found in the methods of instruction employed by the teacher. He says, 'objectives that are inappropriate to the learners or poorly conceptualized, haphazard planning,

ineffective presentation, unsuitable materials, inadequate evaluation, and lack of provision for feedback - dealt with at length in previous chapters- create and magnify pupil behaviour problems.

In conformity to what has been mentioned above, Yeager (1949:67) describes, 'a teacher's general competence has a strong influence on his or his pupils' behaviour. The author further says that there is a broad measure of agreement on what a teacher needs to be fully effective. He mentions three things as crucial which are knowledge of the subject to be taught, the ability to plan and deliver a lesson which flows smoothly and holds pupils' attention and range of skills associated with managing groups of pupils. In the absence of these, the author argues pupil problem is inevitable.'

Unfortunately, not all teacher caused faults lie in the methods of instruction. The attitudes of teachers reveal about students, learning, the school, the community, majority, democracy and life in general can create a climate that either produces or reduces behaviour problems, depending on whether these attitudes are negative or positive. For example, as Yeager (1949) elaborates it there are teachers who lack confidence in their own ability to deal with disruption and who see their classes as potentially hostile. They create a negative classroom atmosphere by frequent criticism and rare praise. They make use of loud public reprimands and threats. They're sometimes sarcastic. They tend to react aggressively to minor incidents. Their methods increase the danger of a major confrontation not only with individual pupils but with whole class.

Favouritism is another problem that causes disruptive behaviour in students. Partiality or favouritism committed by some teachers serves as a cause of student discipline problem. When teachers create some kind of close relationship with

certain students and treat them unduly, other students will start being provoked by it. The condition becomes worse when such partiality is accompanied by the teachers' mistreatment of other students. In such instances the latter may be going to the extent of unifying themselves and go against the teachers concerned and their pets. (Chauhan 1978: 502 and- Belan et. al 1992:13)

Teaching has never been about the transmission of knowledge and never will be. Beyond a genuine interest and affection for teaching, teachers should possess certain common personal characteristics without which successful school teaching is impossible (Pawlas 1997:60).

Both a sense of humour and a sense of confidence are essential attributes of a teacher. Some people seem to be born with both those characteristics, though we know they've developed them over the years through contacts with other people. If a sense of humour and a sense of confidence are lacking in an individual, they're both exceedingly difficult to develop (Pawlas 1997:65).

The way teachers dress themselves could also be a source of student problem. In fact, teachers have rights to select their wardrobes and wear their hair in a manner pleasing to them. But as Pawlas (1997:70) says, 'some bounds of propriety are essential.' The author further states, 'teachers who attempt to imitate the life style of students in the mistaken notion that this is the way to show their interest in the students run the risk of becoming ridiculous in their eyes. 'Whether they want the role or not, teachers are parents' substitute and as such have a certain culturally determined role they must play. 'Ignoring such role expected from teachers is a step forward to welcome disciplinary problems. Last but not least is the attribution of teachers' voice in commanding attention and respect. It's true that confidence is communicated to students through what the teacher says and

how it is said. The teachers' voice must be strong to be heard for a prattling or shrill voice can make students intolerant to the point of cruelty (Pawlas 1997).

### **2.5.2.2 School Environment and Administration**

Some schools have a more positive atmosphere than others. As mentioned by Yeager (1949:64) the attitudes and motivation of head teachers and staff are decisive influences on schools atmosphere. Farley (1962:61) strengthens this saying there are two main factors which condition the general tone of a school, the locality and the head master. Research has disclosed that heads manage schools in different ways. Teachers use different classroom styles. Schools have different discipline codes and different time tables. Pawlas agrees on this when saying each school possesses a culture of its own. Some set high standards and expect persons within the institution to live up to those standards, whether intellectual, social, or moral. It is true that differences in the ways in which schools and classrooms are run are associated with different standards of work, behaviour, and attendance among their pupils. A suggestion by Rutter cited in (Yeager: 1949:70) underlines the school atmosphere which is produced by all those routines or processes working together also has an effect on pupils' behaviour which is stronger than the sum of individual processes.

Schools with a negative atmosphere will suffer more from bad behaviour than those with a positive one. If pupils think it is a 'rotten school' 'all laws and restrictions, nothing here except writing notes and keeping quiet', the tone or atmosphere of the school will be poor. The pupils will be reluctant to cooperate and will seek an outlet in destruction and sabotage. The discipline problem here lies much deeper than classroom stability; the whole atmosphere is spiritless and anarchic. Some symptoms of a negative atmosphere in a school include widespread litter and

graffiti, teachers starting lessons late and finishing them early, teachers ignoring bad behaviour in corridors and playground, pupils regularly skipping lessons and getting away with it, pupils' work not displayed and the regular use of inappropriate punishments. Those symptoms indicate a school's failure to achieve a sense of community. (Yeager, 1949:70) Sadker and Sadker (1997:189) say "when a school is allowed to deteriorate physically, the human spirit within the school also declines." In conformity with this Pawlas (1997:80) says, "The care of the building and grounds by its inhabitants sometimes speaks louder than words. The school should be a place where students enjoy not only learning but also living. "

There is also a universal agreement that the quality of school administration is crucial to a school's success in promoting good behaviour. Contrary to this, it can also be a factor for a prevalence of disciplinary problems of students.

One aspect of school administration for disciplinary problems of students is the behaviour policy the school pursues. Dubey (1980:15) discusses how an administration fond of stern discipline can be a cause of disruptive behaviour. He states, 'stern discipline', which is another name for external coercive pressure may also give rise to indiscipline. The absence of democratic atmosphere in the school prepares sufficient ground for indiscipline.

Besides Sileshi (2003:3) argues against power assertive discipline measures since it has a lot of side effects on the psychology of students. He explains students' perception of such tendency would be negative and consider the school as an object to be feared and tend to develop such characters as truancy, tardiness, high level of tension and anxiety. Thus, school administration that employs external coercive pressure as behaviour policy will end up in failures and unintended bad behavioural outcomes in the students.

On the other hand, Amdesilassie (1993 E.C:65) has pointed out what would happen to schools when principals or administrators are indifferent or lax to take measures on disciplinary problems or lack consistency when taking measures. In such a case, the problem tends to be high. In support of this, Dubey (1973:46) puts, "effective discipline must be based on reasonable, flexible rules, fairly and consistently applied. Like parents, school authorities can err either by trying to impose unrealistic rules of conduct or by not enforcing any rules at all." He further discusses the main factors for disciplinary problems in relation to school administration. He indicates lack of clearly set rules, lack of awareness among teachers and students about the school norms, lack of executing organ in the school to implement school rules, weak relationships between and/or among the school and its various stakeholders (parents, government, institutions, etc.).

The importance of such relationships has also been magnified by Decker (1988:100) and Chaube (1986:45) as they suggest that parent-school interaction promotes healthy working environment in the school. Thus, there has to be an effort to maintain strong bond between the two parties through different mechanism such as conferences, visits, written messages, etc.

According to Farley (1962:61-63) time tabling is another factor that causes disciplinary problems. In schools where there is a staffing problem, the question of time tables and subjects is a thorny one. Farley says in order to make a time table appear to be working , school organization is often given precedence over human factors; in bad areas, teachers are thrown into the 'front line' to fulfil critical gaps so often, that not only do they become irritable and frustrated but lose whatever interest they might have in their work.

### 2.5.2.3 School Curriculum

Among the major features and processes that influence pupils' behaviour curriculum takes the lion's share. According to Yeager (1949:80) the purpose of the school curriculum is promoting the spiritual, moral, cultural, mental and physical development of pupils and preparing them for the opportunities, responsibilities and experiences of adult life.

However, a study of schools' curriculum of its different aspects (academic program, extra class program and pupil personal services) may show that the curriculum contributes to and causes many behaviour problems. (Pawlas 1997:186)

One way school curriculum can be the cause of disruptive behaviour when most of its instruction aims at a hypothetical average child and fails to address the greater portion of students who fall below or above the average. The school curriculum with its methods of instruction that fails to meet the needs of slow and fast learners produces a ground for behaviour problems. A curriculum that does not suit the learners' intelligence, interest, requirement and abilities proves to be futile with the result that the pupil diverts his energies elsewhere. (Yeager 1949, 182, Pawlas 1997:186)

The case of relevance is another way that needs to be discussed in light of curriculum. According to Pawlas (1997:187), a relevant curriculum is one that will help students not only in the present but also in the future. But when the curriculum which the student is expected to pursue is out of joint or does not solve practical needs of the student's life or when the content is far-fetched from local requirements of the learner, it becomes the major factor in causing disciplinary problems. (Yeager 1949:182 Pawlas 1997:186)

adolescents as they develop their own individuality. To do this, they have to make a break from their parents' influence by paradoxically, accepting peer influence instead. By achieving acceptance in a group, adolescents gain the necessary self esteem to explore their new identity.'

Fox further explains the importance of peer influence saying that the peer group gives the pupil new frames of reference which allow him to reject the culture, and values of his parents. This is done establishing their tastes in, for example, music, clothing, and style. This shift of allegiance by adolescents from their parents to their peer group is fundamental to their achieving their own identity.

A survey study conducted by James S Coleman cited in Pawlas (1997) shows the significance of peer influence. The author says, 'children's families and peers have a greater impact on children's achievement than do teachers and material resources of the school.'

Besides showing the importance of peer influence, Liberman, Borich and Truest (1990, 1988, 1991 E.C) have indicated the influence could be negative or positive. The authorities assert that when one comes to school, peer group influences activities and achievements of students negatively or positively based on the nature of the goal for which the peer group is organized.

For instance, if the peer group is formed based on the need to achieve intelligence and acceptance, it promotes competition for excellence among members participated in it. On the other hand, if the peer group is composed of juvenile delinquents it encourages delinquent behaviour among participants (like threatening, forcing, fighting, and insulting others) and a participant child is forced to act and behave according to the norm and expectation of the peer group.

Sadker and Miller Sadker, (1997:181) when describing how a negative peer influence affects children's academic excellence, they put many students avoid academic excellence because they fear their peers label them nerds. To avoid the 'nerd' label and the social rejection that comes with it, students learn that they should be well, but not too well. This brain- nerd connection causes students to put the brakes on academic achievement, cut corners, and only do what is necessary to get by.

As Brienkerchoff and White (1988:102) state, much of deviances and sexual knowledge are acquired from the experiences in the peer group. Moreover, most habits, emotions, self concepts, attitudes, values about object and self are shaped or moulded by the pressure of the peer group (Mains and Meltizer, 1972:65).

In support of this, Lee Cronbach (1963:95) asserts that peer approval is a strong and basic need often motivating student behaviour. If a student is an isolate or reject in his own classroom, he might be expected to react with aggression to this intolerable situation. Cronbach citing the study conducted by Lorber (1966) further indicates children who are socially unacceptable to their classmates tend to act in a disruptive, attention seeking manner in the classroom. Although it may well be that their deviant behaviour contributed to their loss of social acceptance, their unfortunate actions are attempts by the socially ineffective child to temporarily appease his ego needs.

In general, adolescence, for most secondary school students, is time for peer group to be more important socializing agent than at any other time in one's life. (Wortman and Loftus, 1998:253) As Berk (1991: 580 and 619) describes it this stage for various reasons like harsh living conditions at home, stress and other problems, some adolescents become poorly equipped to succeed in the normal life activities. Hence, they will be rejected by normal peers and fail academically. They

suffer a lot from these two evils, and as a result they predispose to involve in various forms of anti-social behaviours by joining delinquents to fetch popularity and acceptance in the eye of like minded. They involve in a variety of undesirable activities such as truancy, runaways, smoking and other delinquent behaviour.

#### **2.5.4. Personal Problems**

There are conditions in the physical, mental, social and emotional makeup of the child that can predispose him or her to create disciplinary difficulties in the classroom. There may be children with physical handicaps, slower intellectual capacities and social and psychological problems in a classroom. The presence of problem children in the classroom gives rise to disciplinary problem if left undetected or not handled properly. (Davidoff 1987: 46-51; Berk 1991: 550; Pawlas, 1997:179)

Of all physical factors, the child's stage of growth and development take the longer portion in contributing to disciplinary problems other than physical factors. Stages of growth and development of the child includes the handling of concept, the ability to solve problems, the ability to sit still, the ability to listen, the ability to pay attention, the ability to take turns in speaking, the ability to get along with others. Biological determiners join with socio cultural determiners often make growing a protracted experience for children and adolescents. Such a delay causes problem behaviour. (Pawlas, 1997: 179)

Adolescence has also a profound impact on school discipline. Adolescents who are high on androgens have more aggressive behavioural traits such as hostile reactions to threatening situations, low frustration tolerance, deviance and rebelliousness. Period of adolescence is perceived as a time of confusion, stress, and rebellion as

Hall 1904 (in Kaplan, 1984:600) describes it as a period of 'storm and stress'. (Kaplan, 1984)

During this period, questions like 'who am I', 'where am I going?' are frequently asked, in search of identity. A search like this includes the adolescents' present and past experiences along with the expectation for the future. A failure in search like this ends up with confusion about one's sexual, occupational and self definition. (Berk, 199:12) For this and other reasons students may give up hope and as a result he/she will become indifferent to learn, but active to create disciplinary problems. (Amdesillasie 1993, E.C:66)

### **2.5.5. Mass Entertainment**

Although the effect of TV and cinema on young people has been discussed elsewhere, their impacts on school life and on discipline in particular, are not widely realized. It's true to say that schools have been facing the generation of media children (TV, films, video games, comic books, magazines, and newspapers). Commercials and sensationalism have become their diet. The trends of the modern cinema are also significant as the bulk of film appeal is aimed at teenagers. (Farley, 1962)

Television, the most powerful of all the mass media, presents different model pictures that can affect the behaviour of children watching on it. (Kaplan, 1986:386) According to learning theory, exposure to media violence influences children's violent or aggressive behaviour by modelling, reinforcement, and rehearsal. Studies link TV violence with aggressive behaviours in children.

It is to discuss the powerful impact TV has. Derksen and Strasburger (1980) state:

*Television has a dominant role ... While parents have a central role in influencing the lives of their children, television has a powerful effect on the development of unhealthy activities, negative attitudes, and anti social behaviours.*

Apart from television, 'Rock' and 'Rap' music which are viewed by teens have affected the mind of adolescents. According to Derksen and Strasburger (1980:70) over half of the music videos contain violence. In addition to violence, such music videos often use sexual imagery, sexism, and stereo typical images of women as objects. Farley (1962:40) shows the seriousness of the fact referring to classroom situation 'Rock' music has created. It's an observation that still holds true.

*Rock music have turned the 'Big Beats' conscious adolescent into something of a moral shaker of the Atomic age, and the classroom, in a strange sort of way, is the battleground on which is fought out the battle of old world versus new world standards, the clash of transitional and popular culture, the conflict of values that belong to different centuries.*

Movies are often more violent than Television. Nowadays, movies shown in theatres has made their way into the home via rented movies, TV or pay-cable channels. Children have access to movies with violence and sex portrayed (Derksen and Strasburger, 1980:85).

Derksen and Strasburger also discuss the explosion of video game market and its repercussion on children. The authors write, 'Data suggests that video game playing is not an entirely harmless activity. Over half of the most popular video games have violent content. Data extrapolated from the general media violence suggests that violent interactive video games may cause aggressive behaviours.

It is to show the serious damage media has on school children, Farley (1962) state 'impressionable young minds of low mental calibre, perpetually dulled by mass

The author goes on to say that if fear feelings are associated with teachers, subjects, or school in general students will quickly learn ways to avoid all three. According to Ganagey, it is probable that a large number of school drop outs are acting out of fear and disgust of the school situation and wish to avoid any more education at all costs.

### **2.6.2. Positive (Love oriented) disciplinary practices**

According to Kaplan (1986:370), the emphasis of Love oriented approach; as opposed to power assertive practices is the use of love, reasoning, affection, praise and other rewards and methods to correct behaviour problems. Use of reinforcement, models, and training individuals to control their own behaviour are some of positive strategies schools can employ (Lieberman, 1990:250). Still another alternative is to strengthen guidance and counselling service to individuals (Yusuf, 1996; MOE, 1988 E.C). Problems of adolescents especially in severe situations can be handled by professionals, and the relevance of counselling interventions are found to be crucial (Yusuf, 1996:263). Office of guidance and counselling as a service rendering agent can alleviate problems of students in schools using a variety of love oriented approaches and treatments that includes the following among others.

- Identify students with different problems, interests, capacities, abilities and provide supportive treatment accordingly. Hence, guidance and counselling service is useful to treat different individuals differently (i.e. to provide equitable and fair treatments for students.)
- Helping students to know about the school norms and regulations

- Helping students to promote their motivation, interest to learn and to use better approaches to study hard.
- helping students with personal problems by providing counselling services (MOE, 1988 E.C 22)

Love oriented discipline strategies are believed to be effective in promoting self control, self esteem, sense of responsibility, and it eliminates adverse effects and produce remarkable improvements in the behaviour of severely disruptive children. Moreover, it is more effective than traditional form of discipline and avoids side effects (Lieberman, 1990; 257). As a whole, love oriented discipline strategies have won the acceptance of educators, psychologists, and children right advocates (Yesuf, 1996; Sileshi, 1998; Ayalew, 1996; MOE, 1988; E.C Kaplan, 1986).

## CHAPTER THREE

### Data Presentation and Analysis of Findings

Review of related literature has been discussed in the previous chapter. The following chapter deals with data presentation and analysis of Findings.

#### 3.1 Characteristics of Respondents

The data collected from respondents were examined to describe respondents' characteristics in terms of sex, age for teacher and student respondents. Besides, position, level of education and years of service for teacher respondents was analyzed whereas grade and stream for that of student participants.

As it is depicted in Table II, 83.3% of teacher respondents were male. The number of female teachers who filled in the questionnaire was only 11 (16.6%). This could be taken as an evidence to show that only a few female teachers are working in private and mission secondary schools

To have a look into the age characteristics of teacher respondents, 60.6% of the teachers were found to be 21-30 years old. This shows that more than half of the teacher participants included in the study was young. This in turn may reflect that the majority of the teaching staff working at Private and Mission secondary schools selected for the study are young. The reason behind such fact could be the existence of high turn-over rate in those schools. The second age bracket ranges from 31-40 which consists of 30.30% of the teacher respondents. From 66 respondents only 6 teachers that constitute 9.09% were found to be in the age bracket of 41-50.

Table 3

Teacher Respondents by Sex, Age, Position, Level of Education and Years of service

No	Item	No	Percent
1	Sex		
	Male	55	83.3
	Female	11	16.6
	<b>Total</b>	<b>66</b>	<b>100</b>
2	Age		
	Between 20-30	40	60.6
	Between 31-40	20	30.3
	Between 41-50	6	9.1
	Above 50	-	-
	<b>Total</b>	<b>66</b>	<b>100</b>
3	Position		
	Teacher	60	90.9
	Principal	6	9.1
	<b>Total</b>	<b>66</b>	<b>100</b>
4	Level of education		
	MA/MSC	4	6.1
	BA/BSC	62	93.9
	Diploma	-	-
	<b>Total</b>	<b>66</b>	<b>100</b>
5	Years of services		
	<1 year	-	-
	1-5 years	30	45.5
	6-10 years	25	37.9
	11-15 years	5	7.6
	16-20 years	6	9.1
	Above 21 years	-	-
	<b>Total</b>	<b>66</b>	<b>100</b>

As far as position of teacher participants is concerned, great majority of them i.e. 90.91 percent was teachers. The remaining 9.09 percent were principals and vice principals.

With respect to the level of education 93.9 percent were found to be BA/BSC holders. Only 4 teachers which constituted 6.1 % of the teacher participants were MA/MSc holders. The fact that teachers with Diploma did not participate in the study give a fertile ground to conclude that diploma teachers are no more teaching at high school level in Private and Mission secondary schools of Addis Ababa. On the contrary teachers with MA/MSc were insignificant in their number.

As a conclusion, the data on years of service reveal that teacher respondents for the study had relatively low experience. To use the Figures in the table, 45.45 percent of the teachers lie in the service year's bracket of 1-5 years. In addition to the age bracket, years of service may be taken as a second prove to show that younger teachers are teaching in the schools used for the study.

**Table 4**

**Student Respondents by Sex, Age, Grade and Stream**

No	Item	No	Percent
1	Sex		
	Male	136	33.1
	Female	275	66.9
	<b>Total</b>	<b>411</b>	<b>100</b>
2	Age		
	16 and below	91	22.1
	Between 17-20 years	320	77.9
	Above 20 years	-	-
	<b>Total</b>	<b>411</b>	<b>100</b>
3	Grade		
	9 <sup>th</sup>	46	11.2
	10 <sup>th</sup>	45	10.9
	10+1	180	43.8
	10+2	140	34.1
	<b>Total</b>	<b>411</b>	<b>100</b>
4	Stream		
	Academic	373	90.75
	Vocational	38	9.25
	<b>Total</b>	<b>411</b>	<b>100</b>

In describing characteristics of student participants, two hundred seventy five or 66.9% were female. The gap between Male and female respondents was significant

found to have stronger agreements on some of the items than that of the student respondents.

To differentiate the problems encountered frequently, mean scores had been calculated for teacher and student respondents. From the mean scores, weighted means were calculated. To rank order the problems based on their frequency of occurrences.

As it can be seen from Table 5, the list is presented depending on their frequency of occurrence from the highest to the lowest. Dubey (1980, 162) states, "students indiscipline assumes various forms of expression." Table 5 depicts this as follows.

**Table 5**

**Summary of One-Way ANOVA on Frequency of Disciplinary Problems of Students**

No	Variables	Res	N	Mean	SD	Source of variation	SS	DF	MS	F. cal	F. brob
1	Indulging in conversation in the presence of the teacher	TRS	66	4.77	.549	Between groups	1	58.426	58.526	48.796	.000
		STS	411	3.76	1.157	Within groups	475	568.744	1.197		
		T	477	3.90	1.148		476	627.170			
2	Sleeping in class	TRS	66	3.50	1.460	Between groups	1	2.757	2.757	1.422	.234
		STS	411	3.72	1.382	Within groups	475	984.328	1.940		
		T	477	3.69	1.393		476	1169.564			
3	Failure to do homework and class work	TRS	66	3.71	.602	Between groups	1	7.145	7.145	8.443	.004
		STS	411	3.36	.961	Within groups	475	401.954	.846		
		T	477	3.41	.927		476	409.099			
4	Absenteeism	TRS	66	3.89	1.178	Between groups	1	28.393	28.373	16.001	.000
		STS	411	3.28	1.355	Within groups	475	842.832	1.774		
		T	477	3.36	1.353		476	871.224			
5	Coming to school without materials	TRS	66	3.33	1.293	Between groups	1	.012	.012	.007	.935
		STS	411	3.32	1.352	Within groups	475	857.912	1.806		
		T	477	3.32	1.353		476	857.925			
6	Late coming or tardiness	TRS	66	3.02	.690	Between groups	1	3.218	3.218	4.921	.027
		STS	411	3.25	.826	Within groups	475	310.669	.654		
		T	477	3.22	.812		476	313.887			
7	Disobeying teachers and not listening to them	TRS	66	3.05	1.169	Between groups	1	.233	.233	.169	.682
		STS	411	3.11	1.177	Within groups	475	656.937	1.383		
		T	477	3.10	1.175		476	657.170			
8	Cheating	TRS	66	4.65	.620	Between groups	1	185.236	185.23	89.388	.000
		STS	411	2.85	1.530	Within groups	475	984.328	6		
		T	477	3.10	1.568		476	1169.564	2.072		
9	Heterosexual activity	TRS	66	2.92	1.418	Between groups	1	.040	.040	.018	.893
		STS	411	2.90	1.488	Within groups	475	1038.329	2.186		
		T	477	2.90	1.477		476	1038.369			
10	Using addictive drugs	TRS	66	3.39	1.424	Between groups	1	19.377	19.377	7.955	.005
		STS	411	2.81	1.581	Within groups	475	1156.955	2.436		
		T	477	2.89	1.572		476	1176.331			
11	Criticizing teachers and the use of bad languages against them	TRS	66	2.67	1.194	Between groups	1	.876	.876	.536	.465
		STS	411	2.79	1.292	Within groups	475	776.672	1.635		
		T	477	2.77	1.278		476	777.547			
12	Bullying	TRS	66	1.88	1.323	Between groups	1	29.860	29.860	23.352	.000
		STS	411	2.60	1.210	Within groups	475	607.386	1.279		
		T	477	2.63	1.227		476	637.245			
13	Truancy	TRS	66	2.56	.979	Between groups	1	1.584	1.584	3.965	.047
		STS	411	2.73	.558	Within groups	475	189.737	.399		
		T	477	2.70	.634		476	191.321			
14	Smoking	TRS	66	2.82	1.323	Between groups	1	2.623	2.623	1.745	.187
		STS	411	2.60	1.210	Within groups	475	714.173	1.504		
		T	477	2.63	1.227		476	716.797			
15	Roaming	TRS	66	1.39	1.145	Between groups	1	2.895	2.895	5.900	.016
		STS	411	2.71	1.432	Within groups	475	233.030	.491		
		T	477	2.52	1.704		476	235.925			
16	Practical jokes on teachers	TRS	66	1.89	.704	Between groups	1	9.456	9.456	5.076	.025
		STS	411	2.30	1.442	Within groups	475	884.846	1.863		
		T	477	2.25	1.371		476	894.302			
17	Cutting classes	TRS	66	2.30	1.240	Between groups	1	.255	1	.162	.688
		STS	411	2.24	1.259	Within groups	475	750.046	475		
		T	477	2.25	1.255		476	750.302	476		

because some students failed to accept or wanted to deny failure to do Homework or class work as their weakness.

As depicted in Table 5, the item with the fourth highest mean score is Absenteeism. From its mean score (3.36) the problem falls above the average mean score. Although the student population in Private and Mission secondary schools seem manageable to control, the study shows that absenteeism was the fourth problem in its frequency of occurrence. Mean scores of the two groups of participants i.e. teachers and students were found to be 3.89 and 3.28 respectively. From analysis of variance, the strengths of the groups in their acceptance level for the item were statistically significant. Teachers' degree of agreement was stronger than that of the students ( $F(1,175) = 16.001 > F_{critical} = 3.89$ ).

The fifth highest mean score (3.32) falls on item No 5 i.e. coming to school without exercise books or other relevant materials. As it can be seen from the table this problem was confirmed by the two groups as a disciplinary problem that occurred frequently in the schools under study. When the mean scores of teachers (3.33) and students (3.32) were treated individually with one-way ANOVA, no statistically significant difference was found as  $F(1,175) = .007 < F_{critical} = 3.89$ . This is an indication that both groups accepted the problem as a problem that is occurring frequently in Private and Mission secondary schools.

Late coming has taken the 6<sup>th</sup> position in the list. The mean score of late coming is 3.22 and that shows the problem was not far from the average i.e. 'occurs sometimes'. When the mean scores of the two groups closely checked, it was found that students showed stronger agreement on the frequency of occurrence of this problem. The mean score of student participants 3.25 is greater than that of

teachers 3.02. This is also proved from analysis of variance as  $F(1,175) = 4.921 > F_{\text{critical}} = 3.89$ .

As it is seen from Table 5, disobeying teachers and not listening to them is the 7<sup>th</sup> disciplinary problem in the list. Its mean score is 3.10 which is almost on the average since the mean scores of teacher and student participants 3.05 and 3.11 respectively. It seems both groups confirmed the problem as a disciplinary problem encountered in the schools under the study almost at equal degree of acceptance. The test from ANOVA also proved that there was no statistically significant difference between the groups as  $F(1,175) = 169 < F_{\text{critical}} = 3.89$ .

Cheating is the 8<sup>th</sup> disciplinary problem that falls on the average as its mean score is 3.09. From the mean score, it is proved cheating during examination was frequently reflected in the schools under study. When looking into the mean scores of the two groups, there is a statistically significant difference between teachers and student participants. The ANOVA test indicates that  $F(1,175) = 89.381 > F_{\text{critical}} = 3.89$ . Teachers' mean score which is 4.65 indicates that the problem has been highly considered by teachers as frequently encountered. The student participants mean score (2.85) is below the average and the reason behind this seems a difference in perception between teacher and student respondents regarding cheating during examination.

The second group of disciplinary problems are all with the mean scores which are below the average. Heterosexual activity (2.90), use of addictive drugs (2.89), criticizing teachers (2.79), Bullying (2.74), Truancy (2.71), smoking (2.63), cutting classes (2.27), roaming about during class hours (2.25) and practical Jokes (2.27) are included in this group.

As it can be seen from the table, the problems are listed in their frequency of occurrence from the highest to the lowest. Although the level of acceptance given by the two groups of respondents on the aforementioned problems indicates a degree of difference, there seems a general tone of agreement in pushing the problems below the average to say that the problems were not the types encountered now and then in the schools under the study.

When treating the cases separately, heterosexual activity with its mean score is 2.90 the 9<sup>th</sup> disciplinary problem recognized in its frequency of occurrence. 2.92 and 2.90 are the mean scores of teachers and students respectively shows that the two groups recognized the problem as a disciplinary problem encountered in Private and Mission secondary schools no matter how rare its occurrence is. In fact, the mean score 2.90 is approaching 3 which is the average score.

Analysis of variance was calculated to see whether the difference between the mean scores of teachers and students was statistically significant. For these data, since the obtained value .018 was less than the critical value 3.89 there was no a statistically significant difference between teachers and students regarding students heterosexual activity.

The use of addictive drugs is the 2<sup>nd</sup> disciplinary problem which respondents' views has made it to fall below the average.

As illustrated in Table 5, 3.39 and 2.81 are the mean scores of teachers and students Teachers response to the problem seem a bit stronger when comparing the two mean scores. Students' view towards the use of addictive drugs is below the average on the scale.

ANOVA test was used to analyze the result as to whether there was a statistically significant difference between the mean scores of teachers and students.

Accordingly, a computed  $F=7.95$  value was obtained. Thus at  $\alpha = .05$  since the obtained value of  $F=7.95$  is greater than the critical value 3.89, it is evident that there was significant difference between the mean scores of the study groups.

Criticizing teachers with the mean score of (2.79) took the third position in the second group. From the mean value alone, we can tell that teachers and students confirmed the problem to have a rare occurrence in the schools under study.

The computed  $F = .536$  which is less than the critical  $F = 3.89$  with df. (1,175) at  $\alpha = .05$  confirmed that there was no a statistically significant difference between teachers and students regarding criticizing teachers.

'Bullying' stood twelve as it is indicated in Table 5, its mean score is 2.74. What is surprising about Bullying is that the mean scores of students and teachers show a significant difference. Teachers' response to the problem with the mean score of 1.88 indicates that the problem exists predominantly among students. This is clear when considering students' mean score which is 2.88. Students' response showed that there was a difference in the level of acceptance. In other words, the mean score of students indicates that more concern was given to the problem by students than teachers since students are the victims when the problem occurs however rarely it does.

To know whether the observed difference in the mean scores of teachers and students statistically significant or not, a taste was made again. One-way ANOVA with df. = (1,175) at  $\alpha = 0.05$  the calculated value  $F = 23.362$  is greater than the critical value  $F = 3.89$  depicted that the difference between the two groups was statistically significant.

The thirteenth disciplinary problem with the average mean score (2.71) is Truancy as 2.71 is close to three than to two, both groups of respondents confirmed that it

is a problem encountered sometimes. When comparing mean scores of students and teachers, students with mean score of 2.73 showed a stronger level of acceptance than the teachers (2.56). With a test of one-way ANOVA, it is found that the difference between teachers and students was statistically significant.

At  $\alpha = .05$  level and  $df. = (1,175)$ , the obtained value  $F = 3.965$  is greater than the critical  $F = 3.89$ .

Smoking, as it is seen from Table 5, has 2.63 mean score. Just like the previous disciplinary problem discussed in this paper, smoking was also perceived by both teachers and students as a problem that rarely occurred.

The test from ANOVA for this item depicts that there was no statistically significant difference between the two groups. At  $\alpha = .05$ ,  $df = (1,175)$  the obtained  $F = 1.745$  is less than the critical  $F = 3.89$ .

Roaming about during class hours stood fifteenth in the rank order. The mean score which is 2.52 is close to two than three. So, both respondents perceived the problem as a problem which has a rare occurrence. In fact, when treating the mean scores separately, the mean score of students (2.71) is much greater than that of the teachers' which is 1.39. The mean score 1.39 is close to 1

than to two. Thus, according to teachers Roaming about during class hours is a problem that never occurs in the schools under study. On the contrary, students with 2.71 mean score asserted that there is a rare occurrence of the problem under discussion. The reason why teachers perceived this problem differently from the students could be that teachers might not get the time and access to witness the problem occurring as they spend most of their time in class.

A test of one-way ANOVA ran to check if there was a statistically valid difference between the perceptions of teachers and students confirmed that there was significant difference between the groups as  $F(1,175) = 5.900 > F \text{ critical} = 3.89$ .

Cutting classes and practical jokes on teachers are disciplinary problems with similar mean scores. Their mean score has made them stand in the same rank order. These two disciplinary problems occurred rarely in the schools under the study. When we see separate mean scores of the two groups of respondents, 2.30, 1.89 for teachers and 2.27 and 2.12 for students.

The remaining items with mean score below two are Drinking liquor or coming to school drunk (1.89), quarrelling with class fellows (1.85), playing cards at school (1.62), going out and entering class with out teachers' permission (1.44), Damaging school property (1.43), forging signatures of guardians or teachers (1.41), writing obscene things on the walls and desks (1.16). As it is seen from the mean scores, it is possible to say that respondents agreed that the problems are more or less non-existent in Private and Mission Secondary Schools.

Generally speaking, the problems discussed in Table 5 are almost all identified as disciplinary problems by different authors in the review of related literature. To site some examples, Farley (1960, 77) listed stealing school property, practical jokes on teachers, swearing, obscene drawings, passing of wind, untidiness in classrooms, smoking, bullying, insolence, solvency and careless work, undue chattering in a lesson, bad writing, playing up younger teacher etc. as commonly observed disciplinary problems in secondary schools. Bagley (1968:6) on his part adds playing cards at school, drinking liquor at school, telling lies, quarrelling, wearing long fingernails, truancy, dishonesty in assigned work, bullying, heterosexual activity, tardiness, cheating etc. as common secondary school

disciplinary problems. Besides, the lists given by Ayalew (1996; 20) such as telling lies, profanity, fraud and showing bad habits (drinking and smoking) are all in conformity with disciplinary problems analyzed, discussed and elaborated in Table 5.

### 3.3 The Degree to Which Disciplinary Problems Disrupt the Teaching learning Process

This part deals with the degree to which disciplinary problems disrupt the teaching learning process.

**Table 6**

**Summary of One-Way ANOVA on the Degree of Disruption Secondary School Students Disciplinary Problems Create on the Teaching-Learning Process**

No	Variables	Res	N	Mean	SD	Source of variation	SS	df	MS	F. cal	F. brob	Rank
1	Disobeying teachers and not listening to them in class	TRS	66	3.98	.868	Between groups	56.253	1	56.253	98.619	.000	7
		STS	411	2.99	.736	Within groups	270.946	475	.570			
		T	477	3.13	.829	Total	327.199	476				
2	Quarrelling with class fellows	TRS	66	1.17	.376	Between groups	.424	1	.424	2.320	.128	24
		STS	411	1.25	.435	Within groups	86.850	475	.183			
		T	477	1.24	.428	Total	87.275	476				
3	Going out and entering the class with out teachers permission	TRS	66	4.71	.456	Between groups	14.381	1	14.381	83.779	.000	1
		STS	411	4.21	.407	Within groups	81.535	475	.172			
		T	477	4.28	.449	Total	95.916	476				
4	Talking or indulging in conversation in the presence of the teacher	TRS	66	5.00	.000	Between groups	43.873	1	43.873	100.231	.000	3
		STS	411	4.12	.712	Within groups	207.917	475	.438			
		T	477	4.24	.727	Total	251.790	476				
5	Forging signatures of guardians or teachers	TRS	66	1.67	.506	Between groups	3.168	1	3.168	3.280	.071	22
		STS	411	1.90	1.038	Within groups	458.774	475	.966			
		T	477	1.87	.985	Total	461.941	476				
6	Writing obscene things on the walls and desks	TRS	66	2.14	.721	Between groups	19.399	1	19.399	35.798	.000	23
		STS	411	1.55	.739	Within groups	257.398	475	.542			
		T	477	1.63	.763	Total	276.797	476				
7	Roaming about during class hours	TRS	66	3.32	.705	Between groups	133.098	1	133.098	160.094	.000	21
		STS	411	1.79	.940	Within groups	394.902	475	.831			
		T	477	2.00	1.053	Total	528.000	476				
8	Damaging school property	TRS	66	3.20	.706	Between groups	64.572	1	64.572	76.422	.000	19
		STS	411	2.13	.949	Within groups	401.345	475	.845			
		T	477	2.28	.989	Total	465.916	476				
9	Criticizing teacher and even sometimes using bad language for them	TRS	66	2.67	.463	Between groups	44.985	1	44.985	127.475	.000	16
		STS	411	2.79	.495	Within groups	167.623	475	.353			
		T	477	2.83	.668	Total	212.608	476				
10	Practical jokes on teachers	TRS	66	5.00	.000	Between groups	365.527	1	365.527	538.810	.000	17
		STS	411	2.46	.887	Within groups	322.238	475	.678			
		T	477	2.82	1.202	Total	687.765	476				
11	Smoking	TRS	66	2.55	.683	Between groups	13.577	1	13.577	7.885	.005	13
		STS	411	3.03	1.386	Within groups	817.887	475	1.722			
		T	477	2.97	1.322	Total	831.463	476				

12	Bullying	TRS STS T	66 411 477	3.09 3.53 3.47	.854 1.015 1.005	Between groups Within groups Total	11.107 469.761 480.868	1 475 476	11.107 .989	11.231	.001	6
13	Playing cards at school	TRS STS T	66 411 477	3.24 2.08 2.24	.609 .840 .906	Between groups Within groups Total	77.125 313.630 390.755	1 475 476	77.125 .660	116.808	.005	20
14	Drinking liquor at school or coming to school drunk	TRS STS T	66 411 477	5.00 4.22 4.33	.000 .469 .512	Between groups Within groups Total	34.689 90.292 124.981	1 475 476	34.689 .190	182.490	.001	2
15	Truancy	TRS STS T	66 411 477	4.11 2.84 3.02	.914 1.112 1.170	Between groups Within groups Total	90.888 560.978 651.866	1 475 476	90.888 1.181	76.958	.000	11
16	Cutting classes	TRS STS T	66 411 477	3.33 2.89 2.95	.791 .784 .799	Between groups Within groups Total	11.151 292.740 303.891	1 475 476	11.151 .616	18.094	.000	14
17	Heterosexual activity	TRS STS T	66 411 477	3.68 2.21 2.41	.531 1.347 1.364	Between groups Within groups Total	123.724 761.739 885.463	1 475 476	123.724 1.604	77.151	.000	18
18	Sleeping n class	TRS STS T	66 411 477	5.00 3.79 3.96	.000 .852 .894	Between groups Within groups Total	82.822 297.421 380.243	1 475 476	82.822 .626	132.272	.000	4
19	Cheating	TRS STS T	66 411 477	4.17 2.72 2.92	.714 1.193 1.244	Between groups Within groups Total	117.786 646.860 736.646	1 475 476	119.786 1.299	92.238	.000	15
20	Absenteeism	TRS STS T	66 411 477	3.45 3.08 3.13	.863 1.136 1.109	Between groups Within groups Total	7.862 577.551 585.413	1 475 476	7.862 1.216	6.466	.011	7
21	Late coming	TRS STS T	66 411 477	3.71 3.62 3.03	.519 1.081 1.022	Between groups Within groups Total	.530 496.791 497.321	1 475 476	.530 1.046	.507	.477	10
22	Using addictive drugs in schools	TRS STS T	66 411 477	4.79 3.53 3.70	.412 1.695 1.640	Between groups Within groups Total	90.618 1189.512 1280.130	1 475 476	90.618 2.504	36.186	.000	5
23	Failure to do homework (C.W)	TRS STS T	66 411 477	4.53 2.78 3.02	.749 .792 .992	Between groups Within groups Total	174.984 293.846 468.830	1 475 476	174.984 .619	282.861	.000	12
24	Coming to school without exercise books and other materials	TRS STS T	66 411 477	4.02 2.98 3.12	.540 .584 .680	Between groups Within groups Total	61.447 158.742 220.189	1 475 476	61.447 .334	183.867	.000	9

Table 6 presents the degree of disruption which the Disciplinary problems create on the teaching learning process. It should be underlined that the mean scores such as 5,4,3,2 and 1 are interpreted as very high, high, moderate, low and very low.

As means on the level of frequency and mean scores on the degree of disruption reveal, higher frequency does not necessarily imply higher degree of disruption. To site an example from the table, coming out and getting into class without teachers' permission has a weighted mean of 1.44 and ranked 21 in Table 5 where as in Table 6 the problem took the first position with the weighted mean of 4.82 which is the highest of all the mean scores. Generally, there are many data cases in the table

where some surprisingly high frequencies (for example failure to do homework or class work with mean score 3.40 ranked 3<sup>rd</sup> in the frequency table but took the 11<sup>th</sup> position with mean score of 3.02 in the table that shows degree of disruption.) are only associated with moderate disruption and an awfully low frequencies associated with high disruption.

To analyze cases separately, Disciplinary, problems such as 'going out and getting into class', 'talking or indulging in conversation' and 'drinking liquor' with the mean scores of 4.28, 4.24 and 4.00 respectively took the first, second and third position in the rank order. From the mean scores, it is noted that the two groups of respondents agreed that there would be a high degree of disruption on the teaching learning process if any one of the aforementioned disciplinary problems occur.

When mean scores studied separately, teachers' showed a stronger agreement than students regarding the degree of disruption the disciplinary problem going out and getting into class without teachers' permission create. A test from one-way ANOVA depicts that, there was a statistically significant difference between teacher and student respondents as  $F(1,175) = 83.779$  is greater than the critical which is 3.89.

The problem that took the second position in the table which shows degree of disruption is 'Talking or indulging in conversation in the presence of the teacher.' It should be noted that the problem under discussion took the first position with mean score 3.90 in the table that shows frequency of occurrence. The problem which is recognized as frequently occurring problem in private and Mission secondary schools has also been underlined as a problem with high degree of disruption by both teacher and student respondents.

In fact, there is a statistically significant difference between teacher and student respondents with separate mean scores of 5.00 (for teachers) and 4.12 (for students.) The analysis of variance ( $F(1,175) = 100.231 > 3.89$ ) reveals that mean score of students is significantly lower than that of teachers. This actually shows that teachers were stronger in their decisions to recognize the problem with very high degree of disruption than students.

'Drinking liquor at school or coming to school drunk' is the third disciplinary problem with high degree of disruption. As it is indicated in the table, teachers' mean score on this problem is the highest when compared with the students' 4.22. According to the teachers, there would be a very high degree of disruption on the teaching-learning process when the problem under discussion encountered. Student participants have also recognized the problem with high degree of disruption even though the test from one way ANOVA shows a significant difference between them ( $F(1,175) = 182490 > F_{int} = 3.89$ ).

As it is depicted in Table 6, disciplinary problems with high degree of disruption are 'sleeping in class (3.96)', 'using addictive drugs (3.70)', 'bullying (3.47)', 'coming to school without necessary materials (3.12)', 'late coming or Tardiness (3.03)', 'Truancy (3.02), and 'failure to do Homework or class work (3.02)'.

When closely examined, one can see that 'sleeping in classes with the mean score of 3.96 took the fourth position. This is the problem that took the second position in the table that shows frequency of occurrence. It is a frequently occurring or encountered problem in private and Mission secondary schools and has almost a high degree of disruption as 3.96 is closer to 4 than to 3 on the scale.

When separate mean scores are observed, there is still a statistically significant difference between teachers and students with the mean scores of 5.00 and 3.79

respectively. The analysis of variance ( $F(1,175)=132.272>3.89$ ) reveals teachers' agreement on the degree of disruption this problem create is much more stronger than students'. The reason why teachers' mean score is high could be that the occurrence of such disciplinary problem has a great negative impact on the feeling of teachers than students. The use of addictive drugs' with the mean score of 3.70 which is closer to 4 than 3 has a high degree of disruption on the teaching learning process. With the mean score 3.39, the problem took the tenth position in the table that shows frequency of occurrence where as it took the fifth position in the table that shows degree of disruption.

Teacher and student participants described the problem with high and moderate degree of disruption with mean scores of 4.79 and 3.53 respectively. The test from one way ANOVA ( $F(1,175)=36186.3.89$ ) indicates that perception difference between teachers and students is statistically significant.

'Bullying' is the 6<sup>th</sup> disciplinary problem with high degree of disruption. The mean scores 3.09 and 3.5 for teacher and student respondents respectively and the result of the test of one-way ANOVA ( $F(1,175)=11.231>3.89$ ) clearly indicate students' agreement on the degree of disruption the problem makes is stronger than that of the teachers'. The reason for this could be the impact of the problem is more felt by the students than by the teachers.

Based on the mean scores indicated in Table 6, disciplinary problems with moderate degree of disruption are "smoking (2.96)', 'cutting classes (2.95)', 'cheating (2.92)', 'criticizing teachers (2.83)', ' practical jokes on teachers (2.82)', 'Heterosexual activity (2.41)', ' Damaging school property (2.283)', and 'Roaming about (2.00)'.

Since the above mentioned disciplinary problems have mean scores which is below the average, it is evident that the two groups of respondents agreed that the

occurrence of the problems under discussion has moderate degree of disruption on the teaching learning process. To site some interesting perception differences, let see the case of cheating by comparing separate mean scores.

Cheating took the 15<sup>th</sup> position in the rank order with the mean score 4.17 for teachers and 2.72 for that of students'. When analysis of variance was checked ( $F(1,75)=92.238.3.89$ ), it was found that there was a statistically significant difference between the two groups. This is to say that teachers showed a stronger agreement on the degree of disruption the problem creates than that of the students. It is safe to say that the reason behind the perception difference is some students might have considered the problem as a normal practice.

The rest of the Disciplinary problems listed in Table 6 are 'Quarrelling with class fellows (1.24)', 'forging signatures of guardians or teachers (1.87)', 'Writing obscene on walls and desks (1.63)'. These are problems identified with low or very low degree of disruption by the two groups of respondents.

'Quarrelling with class fellows', for example, has the least mean score i.e. 1.24. In the table that shows frequency of occurrence, the problem took the 19<sup>th</sup> position with mean score of 1.85. So, it is a problem identified with a rare occurrence. The separate mean scores of teachers and students which are 1.17 and 1.25 respectively is an evident that shows both group of respondents unanimously agreed that the degree of disruption the problem makes on the teaching-learning process is very low. The test from one-way ANOVA confirmed this fact as  $F(1,75)=2.320$  is less than 3.89 which is F critical so, there was no statistically significant difference between teacher and student participants regarding 'quarrelling with class fellows'.

### 3.4 Factors for Disciplinary Problems of Students

The reports of respondents in the study about factors for disciplinary problems of students are presented and analyzed under the following sub-headings. All factors for Disciplinary problems of students are analyzed based on the mean score 3, 2 and 1 which are interpreted as major cause, minor cause or and not at all a cause.

#### 3.4.1 Home Related Factors

Respondents were asked to indicate the degree or extent by which home related factors contribute to disciplinary problems.

**Table 7**  
**Summary of one way ANOVA on Home Related Factors of Secondary School Students Disciplinary Problems**

No	Variables	Res	N	Mean	SD	Source of variation	SS	df	MS	F. cal	F. brob	Rank
1	Lack of family support	TRS	66	1.86	.493	Between groups	3.431	1	3.431	7.659	.006	5
		STS	411	1.62	.693	Within groups	212.799	475	.448			
		T	477	1.65	.674	Total	216.231	476				
2	Pressure form over demanding parents	TRS	66	2.14	.630	Between groups	1.559	1	1.559	3.172	.076	4
		STS	411	1.97	.712	Within groups	233.42	475	.491			
		T	477	1.99	.703	Total	234.981	476				
3	Due to too lax or too restrictive discipline from parents	TRS	66	2.20	.533	Between groups	.164	1	.164	.360	.549	3
		STS	411	2.25	.694	Within groups	215.627	475	.454			
		T	477	2.24	.673	Total	215.790	476				
4	Due to parental preference for one child over the other	TRS	66	1.27	.449	Between groups	.741	1	.741	2.825	.093	6
		STS	411	1.39	.521	Within groups	124.580	475	.262			
		T	477	1.37	.513	Total	125.321	476				
5	Exposure to money at early age	TRS	66	2.56	.585	Between groups	.000	1	.000	.000	.986	1
		STS	411	2.56	.635	Within groups	187.425	475	.395			
		T	477	2.56	.627	Total	187.426	476				
6	Lack of love form family because of frequent conflicts, divorce, etc	TRS	66	2.53	.503	Between groups	.177	1	.177	.590	.443	2
		STS	411	2.47	.555	Within groups	142.921	475	.301			
		T	477	2.48	.548	Total	143.099	476				

As it can be seen from Table 7, 'Exposure to money at early age' took the first position with the mean score of 2.56. Since the mean score 2.56 is close to 3 than to 2, it is possible to say that respondents have showed their agreement that this

home related factor is a major cause for disciplinary problems. The corresponding mean scores of teachers and students are the same i.e. 2.56. The result from Analysis of variance  $F(1,175) = 0.00 < 3.89$  is a prove that there is no statistically significant difference between the groups on this item.

As it is evident from Table 7, the mean scores of respondents on the remaining items fall within the score ranging 1.37-2.48. This evidence shows that respondents identified the factors as minor causes for secondary school disciplinary problems. The result of the analysis of variance for the remaining items with the exception of 'Lack of family support' shows that there is no statistically significant difference between the two groups of respondents regarding the factors under discussion.

With respect to 'Lack of Family support' the result from one-way ANOVA test ( $F(1,175) = 7.659 > 3.89$ ) shows a significant difference. When separate mean scores are checked, teachers with mean score of 1.86 identified the factor as a minor cause whereas students tend to see it as not at all a cause.

The item with the least mean score is 'parental preference for one child over the other'. This home related factor has the mean score of 1.37. The corresponding mean scores for teacher and student respondents are 1.2 and 1.39 respectively. The mean score 1.37 is close to 1 than to 2 on the scale. Thus, it is safe to conclude that the two groups of respondents showed a unanimous agreement with no statistical significant difference that the factor is not at all a cause for secondary school disciplinary problems.

### 3.4.2 Peer Group Related Factors

Participants in the study were provided with list of items regarding condition of peer groups of secondary school students that show disciplinary problems and asked to indicate whether peer group related factors are major causes, minor causes or not at all a cause for disciplinary problems. The responses of respondents are presented in the table.

**Table 8**

**Summary of One-Way ANOVA on Peer Factors for Secondary School Students' Disciplinary Problems**

No	Variables	Res	N	Mean	SD	Source of variation	df	SS	MS	F. cal	F. prob	Rank
1	Due to negative peer influence	TRS	66	2.55	.637	Between groups	.417	1	.417	1.333	.249	1
		STS	411	2.46	.546	Within groups	148.451	475	.313			
		T	477	2.47	.559	Total	148.868	476				
2	Because they spend time with friends who are known for misbehaving	TRS	66	2.36	.694	Between groups	.004	1	.004	.011	.918	2
		STS	411	2.36	.601	Within groups	179.409	475	.378			
		T	477	2.36	.614	Total	179.413	476				
3	Because disruptive students relate to students who are weak academically	TRS	66	2.12	.645	Between groups	.599	1	.599	1.030	.254	3
		STS	411	2.22	.683	Within groups	218.437	475	.460			
		T	477	2.21	.678	Total	219.036	476				

As it is seen in Table 8, teacher and student respondents viewed peer related factors as minor causes for secondary school disciplinary problems. The mean scores range from 2.21-2.47 from the lowest to the highest. The factor that says 'due to negative peer influence' has the mean score of 2.47 with separate mean scores of 2.55 and 2.46 for teacher and student respondents respectively. What is surprising in the case of peer related factors is the result of the analysis of variance doesn't show a statistically significant difference between the two groups

of respondents. In fact, in one of the three peers related factors, the mean scores of teacher and student participants are the same. Although the literature on peer pressure as stated by Coleman says 'peers have a greater impact on children's achievement than do teacher and material resources of the school' the data collected from the respondents speak otherwise. To put it in a different word, peer pressure has not been seen as a major cause by the respondents.

### **3.4.3 School Related Factors**

Respondents in the study were provided a list of selected items that assesses problems in the teachers, in the school administration and regarding school facilities. They were also asked to indicate the extent or degree such factors or problems contribute to secondary school students Disciplinary problems. As in the case of home related factors, mean scores 3,2 and 1 are interpreted as major cause, minor cause or not at all a cause.

### **Table 9**

#### **Summary of One-Way ANNOVA on Teachers Related Factors of Secondary School Students Disciplinary**

No.	Variables	Res	N	Mean	SD	Source of variation	df	SS	MS	F. cal	F. brob	Rank
1	Discouraging student not to ask questions	TRS	66	1.55	.706	Between groups	24.147	1	24.147	40.760	.000	7
		STS	411	2.20	.779	Within groups	281.400	475	.592			
		T	477	2.11	.801	Total	305.547	476				
2	Conducting class being drunk	TRS	66	1.00	.000	Between groups	2.490	1	2.490	10.022	.002	15
		STS	411	1.21	.536	Within groups	118.005	475	.248			
		T	477	1.18	.503	Total	120.495	476				
3	Taking revenge by failing students	TRS	66	1.18	.389	Between groups	30.556	1	30.556	60.517	.000	13
		STS	411	1.91	.749	Within groups	239.838	475	.505			
		T	477	1.81	.754	Total	270.394	476				
4	Smoking in class	TRS	66	1.00	.000	Between groups	.163	1	.163	3.717	.054	17
		STS	411	1.05	.225	Within groups	20.822	475	.044			
		T	477	1.05	.210	Total	20.985	476				
5	Not addressing students according to their level of understanding	TRS	66	2.20	.749	Between groups	4.456	1	4.456	13.148	.000	5
		STS	411	2.48	.551	Within groups	160.970	475	.339			
		T	477	2.44	.590	Total	165.426	476				
6	Failure to understand students problems	TRS	66	1.70	.764	Between groups	36.339	1	36.339	79.660	.000	6
		STS	411	2.50	.660	Within groups	216.684	475	.456			
		T	477	2.39	.729	Total	253.023	476				
7	Teachers being reluctant to disciplinary problems when it occurs among students	TRS	66	2.11	.825	Between groups	.235	1	.235	.551	.458	10
		STS	411	2.17	.621	Within groups	202.335	475	.426			
		T	477	2.16	.652	Total	202.570	476				
8	Teachers being absolute dictator in classroom management	TRS	66	1.55	.788	Between groups	74.309	1	74.309	214.571	.000	3
		STS	411	2.69	.550	Within groups	164.500	475	.346			
		T	477	2.53	.708	Total	238.809	476				
9	Teachers being laissez faire in class room management	TRS	66	1.91	.779	Between groups	.020	1	.020	.028	.867	9
		STS	411	1.89	.847	Within groups	333.528	475	.702			
		T	477	1.89	.837	Total	333.547	476				
10	Poor method of instruction (poor presentation and evaluation)	TRS	66	2.08	.771	Between groups	23.085	1	23.085	73.721	.000	2
		STS	411	2.71	.518	Within groups	148.743	475	.313			
		T	477	2.62	.601	Total	171.828	476				
11	Because of incompetent teachers	TRS	66	2.18	.677	Between groups	20.253	1	20.253	88.525	.000	1
		STS	411	2.78	.439	Within groups	108.670	475	.229			
		T	477	2.70	.520	Total	128.922	476				
12	Teachers attitude towards school, teaching and students being negative	TRS	66	1.86	.762	Between groups	2.669	1	2.669	4.169	.042	11
		STS	411	2.08	.806	Within groups	304.123	475	.640			
		T	477	2.05	.803	Total	306.792	476				
13	Lack of confidence form teachers side	TRS	66	1.35	.480	Between groups	20.668	1	20.668	48.120	.000	12
		STS	411	1.95	.679	Within groups	204.012	475	.429			
		T	477	1.87	.687	Total	224.679	476				
14	Favouritism as practiced by some teachers	TRS	66	1.00	.000	Between groups	166.851	1	166.851	659.783	.000	4
		STS	411	2.71	.541	Within groups	120.122	475	.253			
		T	477	2.48	.776	Total	286.973	476				
15	Lack of sense of humour form teachers	TRS	66	1.33	.475	Between groups	38.689	1	38.689	86.121	.000	8
		STS	411	2.16	.696	Within groups	213.387	475	.449			
		T	477	2.04	.728	Total	252.075	476				
16	Improper hair style and dressing of teachers	TRS	66	1.27	.449	Between groups	2.543	1	2.543	10.436	.001	14
		STS	411	1.48	.500	Within groups	115.738	475	.244			
		T	477	1.45	.498	Total	118.281	476				
17	Lack of a voice which commanding attention and respect	TRS	66	1.29	.456	Between groups	.029	1	.029	.148	.700	16
		STS	411	1.27	.442	Within groups	93.623	475	.197			
		T	477	1.27	.444	Total	93.652	476				

As it is depicted in Table 9, teacher related factors perceived by the two groups of respondents as major causes are 'Because of incompetent teachers (2.70) ,

'poor method of instruction (2.62)' and 'Teachers being absolute dictator in classroom management (2.53)'.

When looking into separate cases, the mean score of the factor that took the first position is 2.7. The score is close to 3 than to 2. Teacher and student respondents have showed their agreement by making the factor as a major cause of disciplinary problems in private and Mission secondary schools. When separate mean scores of teachers and students are analyzed regarding this factor, a difference in the degree of agreement can be clearly seen. Students with mean score of 2.78 indicated a stronger agreement than the teacher respondents whose mean score is 2.18. The analysis of variance ( $F(1,175) = 88.525 > 3.89$ ) reveals that there is a statistically significant difference between the two groups of respondents. The justification for the difference in perception could be that some teachers are unable to accept the fact that competence of teachers could be a major cause for students' disciplinary problems. As Pawlas says, 'it asks for a radical change of thought before the majority of teachers will admit that teachers themselves can be cause of students' disciplinary problems. Yeager (1949) elaborates this fact saying 'a teacher's general competence has a strong influence on his or her pupils' behaviour'.

'Poor method of instruction' with the mean score 2.62 holds the 2<sup>nd</sup> position in the teachers' related factor. When comparing responses given by teachers and students on this factor, students' agreement with the mean score of 2.71 is much stronger than that of the teachers' (2.08). There is a tendency of viewing the item as a minor cause on the side of teachers. However, the mean score of students as it is close to 3 than to 2, it is an evident that students viewed the factor, as a major cause. The test from the one way ANOVA ( $F(1,175)=73.721>3.89$ ) indicates that

there is a statistically significant difference between teachers and students on the factor. Although teachers tend to deny it, a major source of disciplinary problems can be found in the methods of instruction employed by teachers. As Elton (1980), puts it "Objectives haphazard planning, ineffective presentation, unsuitable materials, inadequate evaluation and lack of provision for feedback dealt with at length in previous chapters create and magnify pupil behaviour problems."

Another factor where teacher and student respondents showed statistically significant difference is 'Teachers being absolute dictator in classroom management'. Students' mean score which is 2.69 when compared to that of the teachers' i.e. 1.55 shows the difference in the strength of their responses. The result from the analysis of variance ( $F(1,175)=214.571 > 3.89$ ) is an evidence of this variation.

Since the students' mean score is close to 3 than to 2, it shows that they considered the factor as a major cause than teachers who viewed it as a minor cause for disciplinary problems in Private and Mission secondary schools. Kinder ratter (1982) says "teachers' behaviours and beliefs contribute directly to student discipline problems. The teacher who plays the role of absolute dictator may be a direct or indirect cause of deviances."

The next teacher related factor with mean score of 2.48 is 'favouritism'. This item took the fourth position in the rank order. Student participants with their mean score of 2.71 viewed the factor as a major cause when compared with that of teachers whose mean score is 1.00. The result from the analysis of variance ( $F(1,175)=659.783 > 3.89$ ) indicates that there is a statistically significant difference between teacher and student participants in their perception of the

factor. The perception difference is probably the result of denial on the teachers' side. As Chaulan (1978) states "Favouritism is a problem that causes disruptive behaviour in students. Partiality or Favouritism committed by some teachers serves as a course of student discipline problem."

The following teacher related factors as it is indicated in Table 9, have mean scores ranging 2.05-2.44. Since the mean scores are close to 2 than to 3, they're identified to be minor causes for disciplinary problems by both groups of respondents. To list the factors according to their ranks from the highest to the lowest' not addressing students according to their level of understanding with the mean score 2.44 took the fifth position. The remaining four factors are 'failure to understand students' problems (2.39)', 'discouraging student not to ask questions (2.11)', 'Teachers' attitude towards school, teaching and students being negative (2.05)' and 'lack of sense of Humour (2.04)'.

To have a look into the factor that took the fifth position, there is a tendency by both groups of respondents in viewing the factor as a minor cause. In fact, students with their mean score 2.48 reflected this strong agreement than teachers whose mean score is 2.02. One way ANOVA Test ran to check whether the difference between the groups was significant or not. The result of the test ( $F(1,175)=13.148 > 3.89$ ) proved there was a statistically significant difference between teacher and student respondents.

Generally speaking, teacher and student respondents showed a significant difference in three of the factors under discussion with the exception of 'Teachers' being reluctant to disciplinary problems when it occurs among students.'

Teacher related factors such as 'lack of confidence 'Teachers' being laissez faire in class room management and 'Taking revenge by failing students have mean scores of

1.89, 1.87 and 1.81 respectively. Since the mean scores are getting closer to 2 than to 1, the factors are viewed to be minor causes for disciplinary problems encountered in Private and Mission secondary schools. As it is indicated in the table, with the exception of the factor 'Teachers' being laissez faire' there exists a statistically significant differences between the two groups of respondents in the aforementioned two factors.

To take 'Lack of confidence' as an example, students with mean score of 1.95 confirmed that the factor is a minor cause for disciplinary problems whereas teachers' mean score showed their tendency of viewing the factor as not at all a cause.

As Table 9 depicts teacher related factors with the least mean scores are 'improper hair style and dressing of teachers', 'conducting class being drunk' and 'smoking in classes'. The aforementioned items have mean scores of 1.45, 1.18 and 1.05 respectively. From the mean values only, it is safe to say that both teachers and student participants viewed the items as not at all a cause. To put it in other words, the two groups of respondents do not believe the factors under discussion could be causes for students' disciplinary problems in Private and Mission secondary schools. What is surprising, however, there exist statistically significant differences in the perception of the two groups of respondents in two of the factors with the exception of 'smoking in classes'. The results of the analysis of variance for 'conducting class being drunk' and 'improper hair and dressing style' are  $(F(1,175) = 10.022 > 3.89)$  and  $(F(1,175) = 10.436 > 3.89)$  respectively.

**Table 10**

**Summary of one way ANOVA on School-Related Factors (School Environment and Administration) for Secondary School Students' Disciplinary Problems**

No	Variables	Res	N	Mean	SD	Source of variation	SS	df	MS	F. cal	F. prob	Rank
1	Students lack of knowledge of school rules and regulation	TRS	66	1.98	.734	Between groups	.480	1	.480	.950	.330	4
		STS	411	1.89	.708	Within groups	240.274	475	.506			
		T	477	1.91	.711	Total	240.755	476				
2	Absence and/or inadequate guidance and counselling	TRS	66	2.29	.837	Between groups	10.273	1	10.27	33.501	.000	1
		STS	411	2.71	.494	Within groups	145.652	475	3			
		T	477	2.65	.572	Total	155.925	476	.307			
3	Idle or under engaged students	TRS	66	1.73	.969	Between groups	1.249	1	1.249	3.679	.056	8
		STS	411	1.58	.494	Within groups	161.271	475	.340			
		T	477	1.60	.584	Total	162.520	476				
4	The school doesn't have code of conduct for students	TRS	66	1.30	.463	Between groups	4.264	1	4.264	79.155	.000	10
		STS	411	1.03	.169	Within groups	25.589	475	.054			
		T	477	1.07	.250	Total	29.853	476				
5	Students do not know the school's code of conduct even if the school has it.	TRS	66	1.95	.773	Between groups	12.843	1	12.84	43.132	.000	9
		STS	411	1.48	.500	Within groups	141.438	475	3			
		T	477	1.55	.569	Total	154.281	476	.298			
6	The school doesn't make any effort to work in lien with the code of conduct it has	TRS	66	2.08	.865	Between groups	3.111	1	3.111	4.809	.029	5
		STS	411	1.84	.794	Within groups	307.341	475	.647			
		T	477	1.87	.808	Total	310.453	476				
7	The school's administration fails to supervise teachers performance	TRS	66	1.48	.588	Between groups	32.504	1	32.50	54.053	.000	2
		STS	411	2.24	.801	Within groups	285.638	475	4			
		T	477	2.14	.818	Total	318.143	476	.601			
8	Lack of a positive atmosphere because of old buildings and unity school commands	TRS	66	1.59	.803	Between groups	.570	1	.570	.863	.353	7
		STS	411	1.69	.814	Within groups	313.711	475	.660			
		T	477	1.68	.813	Total	314.281	476				
9	Lack of consistency in taking disciplinary action	TRS	66	1.89	.704	Between groups	.502	1	.502	.975	.324	6
		STS	411	1.80	.719	Within groups	243.858	475	.514			

		T	477	1.81	.717		244.359	476				
10	Due to stem or power assertive disciplinary policy that includes	TRS	66	1.30	.463	Between groups	40.409	1	40.409	175.803	.000	3
		STS	411	2.15	.482	Within groups	109.180	475	.230			
		T	477	2.03	.561		149.589	476				

Table 10 indicates that the only school environment and administration related factor with mean score close to 3 is 'Absence and/or in adequate guidance and counselling'. When separate mean scores are examined, it is found that the two groups of respondents expressed their decision with a statistically significant difference ( $F(1,175)=35.501.3.89$ ) that the factor under discussion is a major cause for disciplinary problems observed in private and mission secondary schools students' mean score i.e. 2.71 compared to that of the teachers' shows students viewed the factor as a major cause for disciplinary problem than that of teachers. The remaining school environment and administration related factors have mean scores that ranged from 2.14-1.55 from the highest to the lowest. The fact that the mean scores are very much close to 2 than to 3 reveals that the factors under discussion are viewed as minor causes by the respondents.

To see a few of the cases where teacher and student respondents reflected a difference in perception, the following four factors are elaborated. 'Students do not know the school's code of conduct even if the school has it is one of the factors where a statistically significant difference is displayed. Teachers mean score 1.95 is greater than that of students (1.48).

The result of the analysis of variance ( $f(1,175)=43.132>3.89$ ) indicates the difference in response. From the mean scores differences, it is possible to conclude that teachers have a certain degree of complaint on the school administration for not letting students know the code of conduct it has. To put it in other words, teachers tend to view the factor as a minor cause than the student participants who viewed it as not at all a cause.

The second administration related factor where we see significant difference between the two groups of respondents is 'The school does not make any effort to work in line with the code of conduct it has'. This factor took the fifth position in the rank order. Here again, teachers' mean score is greater than that of students. Although both groups viewed the factor as a minor cause, the balance weighed towards teachers. The result of one-way ANOVA ( $F(1,175)=4.809 > 3.89$ ) proves this difference. Generally speaking, there is a tendency of complaining the school administration in relation to students' disciplinary problems from the side of teachers than students.

In support of this factor, Dubey (1973) said Effective discipline must be based on reasonable, flexible rules, fairly and consistently applied. Like parents, schools authorities can err either by trying to impose unrealistic rules of conduct or by not enforcing any rules at all. The author further discusses the main factors for disciplinary problems in relation to school administration. According to the author, the main factors are lack of clearly set rules, lack of awareness among teachers and students about the school norms and lack of executing organ in the school to implement school rules.

As it is depicted in Table 10, the factor that took the 2<sup>nd</sup> position in the rank order is 'schools' administration fail to supervise teachers' performance'. This factor has a mean score of 2.14. When separate mean scores are examined, it is found that students' mean score is much greater than that of teachers. The result from one-way ANOVA ( $F(1,175)=32.504 > 3.89$ ) is an evidence that there exists a statistically significant difference between the groups. Regarding this factor students seem to have complained on the administration for not supervising teachers' performance.

The school doesn't have code of conduct for students' is the factor with the least mean score. This factor has the mean score of 1.07 which is very much close to 1. Although there is a statistically significant difference ( $F(1,175) = 79.155 > 3.89$ ) between the groups, there is a tendency to view the factor as not at all a cause for disciplinary problems observed in private and mission secondary schools.

**Table 11**

**Summary of one-way ANOVA on school- Related (Curriculum) Factors For Secondary School Students Disciplinary Problems**

No	Variables	Res	N	Mean	SD	Source of variation	SS	df	MS	F. cal	F. prob	Rank
1	Lack of relevance on the curriculum in addressing pupils needs and interests	TRS	66	1.76	.912	Between groups	2.951	1	2.952	5.434	.020	2
		STS	411	1.99	.705	Within groups	258.034	475	.543			
		T	477	1.95	.740		260.985	476				
2	Difficulty of the lesson	TRS	66	2.21	.691	Between groups	.988	1	.988	1.796	.181	1
		STS	411	2.08	.750	Within groups	261.381	475	.550			
		T	477	2.10	.742		262.369	476				

Table 11 depicts that the two curriculum related factors i.e. 'lack of relevance on the curriculum in addressing pupils' needs and difficulty of the lesson' have mean scores of 1.95 and 2.10 respectively. The mean scores are both close to 2. That means the respondents confirmed that the factors can only be seen as minor causes. Although a separate research is necessary to find out where and why the curriculum is irrelevant in addressing students' needs, both teacher and student respondents have reflected their decision on the point with little difference.

With respect to 'difficulty of the lesson', the two groups of respondents showed no statistically significant difference in their decision. A little difference is observed regarding 'Lack of relevance on the curriculum' as students' mean score which is 1.99 is a bit greater than that of the teachers' which is 1.76. The result of the analysis of variance ( $F(1,175) = 5.434 > 3.89$ ) is a prove to this.

The point raised by Yeager (1949) explains why curriculum could be a cause for disciplinary problems. Yeager states, 'The school curriculum with its methods of instruction' that fails to meet the needs of slow and fast learners produces a ground for behaviour problems. A curriculum that does not suit the learners' intelligence, interest, requirement and abilities proves to be futile with the result that the pupils direct his energies elsewhere.'

#### 3.4.4 Personal Problems of the Students

Another area in the study that participants were asked to give their responses was on personal condition of students with disciplinary problems. In this respect items that assess the physical and psychological problems in the students were provided for the participants. Like the previous factors, mean scores 3,2 and 1 for personal factors are interpreted as a major cause, minor cause or not at all a cause respectively. Table 12 displays the result of the responses.

Table 12

#### Summary of One-Way ANOVA on Personal Factors for Secondary School Students' Disciplinary Problems

No	Variables	Res	N	Mean	SD	SE	Source of variation	SS	df	MS	F. cal	F. brob
1	Due to physical (Sight, Learning or leg) problems	TRS	66	1.00	.000	.000	Between groups	1.253	1	1.253	11.455	.001
		STS	411	1.15	.356	.018	Within groups	51.946	475	.109		
		T	477	1.13	.334	.015	Total	53.199	476			
2	Due to psychological	TRS	66	2.62	.489	.060	Between groups	79.620	1	79.620	324.082	.000

	(restlessness, inferiority or superiority complex, self hate, addiction etc)	STS T	411 477	1.44 1.60	.497 .642	.025 .029	Within groups Total	116.698 196.319	475 476	.246		
3	Due to period of adolescence which is a period of storm and stress	TRS STS T	66 411 477	2.61 2.51 2.53	.605 .859 .829	.074 .042 .038	Between groups Within groups Total	.488 326.434 326.922	1 475 476	.488 .687	.711	.400

As it is revealed in Table 12, the first personal factor with the mean score of 2.53 is 'due to period of adolescence'. The mean score 2.53 is close to 3 than to 2. This is an evident that respondents viewed the factor as one of the major causes for disciplinary problems observed in private and Mission Secondary Schools. When separate mean scores of teachers and students are examined, the difference between the mean scores is insignificant. The result from analysis of variance ( $F(1,175) = .711 < 3.89$ ) strengthens this point.

As Kaplan (1984) puts it 'Adolescence has a profound impact on school discipline. Adolescents who are high on androgens have more aggressive behavioural traits such as hostile reactions to threatening situations, low frustration tolerance, deviance and rebelliousness. Period of adolescence is perceived as a time of confusion, stress and rebellion'.

The 2<sup>nd</sup> personal factor with the mean score 1.6 is 'due to psychological problems'. Since the mean score is close to 2 than to 1, teacher and student respondents viewed it as one of the minor causes. When we examine separate mean scores, teachers' mean score (2.62) is much greater than students (1.44). The test from one-Way ANOVA ( $F(1,175) = 324.082 > 3.89$ ) reveals there exists a statistically significant difference between the groups. The reason behind the difference could be there was a strong tendency from students' side in accepting psychological problems such as restlessness, inferiority or superiority complex, self hate, addiction, etc. as weaknesses. However, the literature confirms the fact that

psychological problems could be causes for disciplinary problem as it is stated by Davidoff (1987). 'There are conditions in the physical, mental, social and emotional makeup of the child that can predispose him or her to create disciplinary difficulties in the classroom.'

The last personal factor has the mean score of 1.13. Since the mean score 1.13 is close to 1, it is evident that the study groups viewed the factor as 'not at all a cause. 'The result from analysis of variance shows no statistically significant difference between teacher and student respondents.

### 3.5 Coping Strategies of Student Disciplinary Problems

Finally, participants in the study were asked to rank order measures or coping strategies to resolve disciplinary problems of secondary school students in order of their importance. The total number of the coping strategies was 9. Respondents were given love and power oriented strategies mixed.

**Table 13**  
**Summary of One-Way ANOVA on Coping Strategies for Secondary School Students' Disciplinary Problems**

No	Variables	Res	N	Mean	SD	Source of variation	SS	OF	MS	F. cal	F. prob	Rank
1	Improve methods of instruction and build up teachers competence	TRS	66	1.61	.492	Between groups	20.888	1	20.888	629.657	.000	1
		STS	411	1.00	.000	Within groups	15.758	475	.033			
		T	477	1.08	.277	Total	36.646	476				
2	Create awareness on school rules and regulations (for teachers and students)	TRS	66	2.83	.376	Between groups	35.669	1	35.669	40.391	.000	2
		STS	411		1.000	Within groups	419.464	475	.883			
		T	477		.978	Total	455.132	476				
3	Devoting time to advise and council disruptive students	TRS	66	2.47	.789	Between groups	.005	1	.05	017	.095	3
		STS	411	2.48	.500	Within groups	143.014	475	.301			
		T	477	2.48	.548	Total	143.019	476				

4	Rewarding and encouraging students with good discipline	TRS	66	3.77	1.717	Between groups	8.027	1	8.027	15.655	.000	4
		STS	411	4.15	.356	Within groups	243.537	475	.513			
		T	477	4.10	.727	Total	251.564	476				
5	Promoting self control among students	TRS	66	4.02	.903	Between groups	119.238	1	119.238	150.743	.000	5
		STS	411	5.46	.887	Within groups	374.936	475	.791			
		T	477	5.26	1.020	Total	494.174	476				
6	Identify common disciplinary problems and devising coping strategic	TRS	66	1.59	.803	Between groups	1105.517	1	1105.517	12516.418	.000	6
		STS	411	6.00	.000	Within groups	41.955	475	.088			
		T	477	5.39	1.553	Total	1147.472	476				
7	Administrating corporal punishment	TRS	66	9.00	.000	Between groups	511.811	1	511.811			9
		STS	411	9.00	.000	Within groups	.000	475	.000			
		T	477	9.00	1.37	Total	511.811	476				
8	Engaging students in labour work	TRS	66	8.00	.000	Between groups	.000	1	.000			8
		STS	411	8.00	.000	Within groups	.000	475	.000			
		T	477	8.00	.000	Total	.000	476	.000			
9	Administrating psychological punishments like reducing grades	TRS	66	7.00	.000	Between groups	.000	1	.000			7
		STS	411	7.00	.000	Within groups	.000	475	.000			
		T	477	7.00	.000	Total	.000	476	.000			

As it can be seen from Table 13, items are put in ranks ranging from 1-9 on the basis of their weighted mean. Accordingly, while the coping strategy with the lowest mean score takes the first position, the one with the highest mean score takes the last position. The same methodology is used or applied in ranking the remaining coping strategies.

From Table 13, we can see that love oriented strategies have taken the first six positions where as the last 3 positions are taken by power oriented strategies.

Generally speaking, both groups of respondents showed their preference for Love oriented measures to power oriented strategies.

This shows that the awareness of teachers and student participants towards love oriented coping strategies is remarkable.

In favour of love oriented strategy, Liberman (1990) says, 'Love oriented discipline strategies are believed to be effective in promoting self control, self esteem, sense of responsibility, and it eliminates adverse effects and produce remarkable improvements. More over, it is more effective than traditional form of discipline and avoids side effects.'

## **CHAPTER FOUR**

### **Summary, Concussion and Recommendations**

This final part of the study presents summary, conclusions, and recommendations of the study.

#### **4.1 Summary**

The purpose of the study was to explore disciplinary problems of students in private and mission secondary schools in Addis Ababa and to forward possible solutions for identified problems.

In doing so basic questions were raised which address types, frequency and degree of disruption of disciplinary problems, causal factors for those problems and possible ways that should be used to alleviate the problems.

The study was conducted in 11 secondary schools from which five of them were Mission and the remaining six were private schools. And the grade level included in the study ranges from 9<sup>th</sup> - 10+2. Data were collected from teachers and students, which were randomly selected from these sample schools. The instrument used to

collect the data was questionnaire and the data obtained from the two groups of respondents were analyzed by statistical packages for the social science (SPSS). The findings were tested for their significance using percentage, mean score and one-way ANOVA.

According to the results from data analysis, the following major findings were identified:-

1. As it is evident from the data on the study, frequently reflected disciplinary problems of students were talking or indulging in conversation in the presence of the teacher, sleeping in class, failure to do homework or class work, absenteeism, coming to school without exercise books and other relevant materials, tardiness or late coming, disobeying teachers and not listening to them and cheating.

Other disciplinary problems that were reflected sometimes by secondary school students include heterosexual activity, use of addictive drugs, criticizing teachers, bullying, truancy and smoking.

The result of the study also indicated that disciplinary problems such as drinking liquor or coming to school drunk, quarrelling with class fellows, playing cards at school, going out and entering class without teachers' permission, damaging school property, writing obscene things on the walls and desks were identified with little or no occurrence in Private and Mission secondary schools.

2. The Relation between disciplinary problems and their degree of disruption is seen as follows:

- a) There is a moderate connection between frequency of disciplinary problems and the degree of their disruption of the teaching-learning process. According to the result of the study, disciplinary problems identified with very high and high degree of disruption are going out and entering into class, talking or indulging in conversation, drinking liquor, sleeping in class and using addictive drugs.
  - b) The study also depicts bullying, coming to school without necessary materials, late coming or tardiness, truancy and failure to do homework or class work as disciplinary problems with moderate degree of disruption.
  - c) Disciplinary problems identified with low and very low degree of disruptions were quarrelling with class fellows, forging signatures of guardians or teachers and writing obscene on walls and desks. The study further indicted that higher frequency does not necessarily imply higher degree of disruption.
3. As revealed by respondents in the study, several problems were present in the home, the school, in the peer group and in the students which in turn can be a factor for disciplinary problems of students. To be more specific: -
- a) With respect to home background of students it was found out by the study that exposure to money at early age was a major factor for disciplinary problems observed in Private and Mission secondary schools. The result of the study further confirmed that lack of love from family because of frequent conflicts, divorce etc. and too lax or too restrictive discipline from guardians or parents were also causes for disciplinary problems though a minor ones.

- b) From the result of the study, it is found out that peer related factors were only minor causes for students' disciplinary problems in Private and Mission secondary schools.
  - c) As far as teacher related factors is concerned, the study indicated that incompetence of teachers, poor method of instruction, and teachers' being absolute dictator in classroom management were identified as major causes for secondary school students' disciplinary problems. Factors reported to have minor impacts on secondary school students' disciplinary problems were favouritism, not addressing students according to their level of understanding, failure to understand students' problems, discouraging students not to ask questions, teachers' attitude towards school, teaching and students being negative and lack of sense of humour. The study also asserted that improper hair style and dressing of teachers, conducting class being drunk and smoking in class as teacher related factor were identified as not at all a cause for disciplinary problems in private and disciplinary problems in Private and Mission secondary schools.
4. With respect to school environment and administration related factors, the result of the study revealed that absence and/or inadequate guidance and problems observed in Private and Mission secondary schools. The remaining school related factors such as the schools administration fails to supervise teachers' performance, due to stern or power assertive disciplinary policy, students' lack of knowledge of school rules and regulation, the school doesn't make any effort to work inline with the code of conduct, lack of consistency in taking disciplinary action, lack of a positive atmosphere, idle or unengaged

students, and students do not know the school's code of conduct, were only seen to be minor causes for the observed disciplinary problems. However, the school does not have code of conduct for a student was identified as not at all a cause for disciplinary problems in Private and Mission schools.

The result of the study also depicted that respondents identified curriculum related factors such as difficulty of the lesson and lack of relevance on the curriculum in addressing pupils' needs and interests as factors that had a minor impact on secondary school students' disciplinary problems.

5. In the case of personal problems of students the study revealed that the factor identified as a major cause for disciplinary problems observed in Private and Mission secondary school was due to period of adolescence which is a period of storm and stress. The remaining personal related factors were reported to be only minor causes for the observed disciplinary problems.
6. Finally, the study dealt with coping strategies prioritized by the respondents. Accordingly, love oriented strategies, to mention some, improve methods of instruction and build up teachers competence, create awareness on school rules and regulations, devoting time to advise and counsel disruptive students etc were given priority or strongly identified as appropriate and effective coping strategies to resolve as well as to minimize and/or avoid disciplinary problems observed in Private and Mission secondary schools.

## **4.2 Conclusions**

Based on the findings in the study, the following conclusions are drawn.

4. As far as personal conditions of students with disciplinary problems are concerned, it is evident from the findings there were adolescence related problems. As it is indicated in the review of literature, adolescence has a profound impact on school discipline. Adolescents who are high on androgens have more aggressive behavioural traits such as hostile reactions to threatening situations, low frustration tolerance, deviance and rebelliousness. Thus, it is safe to conclude students of Private and Mission secondary schools were reflecting disciplinary problems partly because of adolescence and some psychological problems.
5. Finally, it is possible to infer from the-finding of the study that love oriented coping strategies are strongly recommended whereas power oriented coping mechanisms were considered as inappropriate strategies.

### **4.3 Recommendations**

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

1. School rules should be developed within input from everyone who will be affected by them. Teachers' and students' inputs are especially important because their support is crucial to a plan's success.
2. Rules and the consequences of breaking them should be clearly specified and communicated to staff, students and parents by such means as newsletters, students' assemblies, and handbooks. As Powlas (1989) recommend periodically restating the rules, especially after students return from vacation school.

3. Once school rules have been communicated fair and consistent enforcement helps maintain students' respect for the schools discipline system. Consistency will be greater when fewer individuals are responsible for enforcement.
4. To increase students' and parents' perception of fairness, schools need to provide a hearing process for students to present their side of the story and establishing an appeal process.
5. School leaders need to make schools enjoyable and interesting for as many students as possible for example by changing instructional practices to accommodate a variety of learning styles. To put it in a different word, warm school climate is important. A warm school climate, characterized by a concern for students as individuals should be created.
6. Good school-parent communication should be created by the school leadership. This strengthens the home-schools, cooperation. Schools can implement this by organizing parents-teachers meetings, schools visits by parents, teachers' home visit so as to provide opportunity for establishing rapport between the home and the school, for exchanging valuable information between parents and teachers and for an appropriate attack upon the causes of disruption behaviour by devising suitable mechanisms.
7. Teachers' competence was one of the major causes for students' disruptive behaviour as it was indicated in the findings of the study. Therefore, the concerned bodies of the schools need to give due attention to up grade teachers' academic competence by preparing in-service trainings, workshops, meetings for sharing experiences within the staff and outside based on a regular supervision of teachers' performance.

8. As the findings of the study indicated, disruptive behaviours were observed partly because of Adolescence and psychological problems. These, in order to help students to adjust to new situations, the guidance and counselling services in such schools should be organized with necessary faculties and qualified professional personal in the field in order to provide the services adequately.

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**Addis Ababa University**  
**College of Education**  
**Education Planning and Management Department**  
**Master's Thesis**

Dear teachers/directors this questionnaire is prepared to collect data from teachers/directors who are teaching in private and mission secondary schools in Addis Ababa. The purpose is to make/conduct a study on some problems that put a hindrance on the teaching-learning process. Taking this fact into consideration, you're kindly requested to provide genuine data. The data collected will not be used for any other purpose except the targeted study. Moreover, you don't need to write your names on the questionnaire. I'd like to thank you in advance for your cooperation.

## Part-1 Biographical Information

Direction: Please put a check mark (✓) to show your decision or agreement.

### 1. Sex

- a. Male
- b. Female

### 2. Age

- a. 20 and Below
- b. Between 21-30
- c. Between 31-40
- d. Between 41-50
- e. Above 50

### 3. Your Academic Qualifications

- a. M.A/ MSc
- b. B.A/ BSc
- c. Diploma
- d. 12+3
- e. TTI
- f. Other

### 4. Your current responsibility

- a. Director (Principal)
- b. Deputy Director
- c. Unit Leader
- d. Dept. Head ( teacher)
- e. Teacher
- f. Other

### 5. Years of services in your present position

- a. Less than one year
- b. 1-5 years
- c. 6-10 years
- d. 11-15 years
- e. 16-20 years
- f. More than 20 years

1A Below 25 assumed disciplinary problems are given circle one of the options (if the problem exists in your school) based on the definition given under A to show your agreement how frequently the problem occurs and to show the degree by which each problem disrupts the teaching-learning process, circle one of the options in the 2<sup>nd</sup> column based of the definition under B.

A. How frequently do the disciplinary problems occur?		B. To what degree do the problems disrupt the teaching learning process?	
1	Never occurs	1	Very low
2	Occurs Rarely	2	Low
3	Occurs sometimes	3	Medium
4	Occurs always	4	High
5	Occurs daily	5	Very high

Item No.	Behaviours assumed to be disciplinary problems	Options A	Options B
1.	Disobeying teachers and not listening to them in class	1 2 3 4 5	1 2 3 4 5
2.	Quarrelling with class fellows	1 2 3 4 5	1 2 3 4 5
3.	Going out and entering the class without teachers' permission	1 2 3 4 5	1 2 3 4 5
4.	Talking or indulging in conversation in the presence of the teacher	1 2 3 4 5	1 2 3 4 5
5.	Forging signatures of guardians or teachers	1 2 3 4 5	1 2 3 4 5
6.	Writing obscene things on the walls and desks	1 2 3 4 5	1 2 3 4 5
7.	Roaming about during class hours	1 2 3 4 5	1 2 3 4 5
8.	Damaging school property	1 2 3 4 5	1 2 3 4 5

9.	Criticizing teachers and even sometimes using bad language for them	1	2	3	4	5	1	2	3	4	5
10.	Practical jokes on teachers	1	2	3	4	5	1	2	3	4	5
11.	Smoking	1	2	3	4	5	1	2	3	4	5
12.	Bullying	1	2	3	4	5	1	2	3	4	5
13.	Playing cards at school	1	2	3	4	5	1	2	3	4	5
14.	Drinking liquor at school or coming to school drunk	1	2	3	4	5	1	2	3	4	5
15.	Truancy	1	2	3	4	5	1	2	3	4	5
16.	Tardiness	1	2	3	4	5	1	2	3	4	5
17.	Cutting classes	1	2	3	4	5	1	2	3	4	5
18.	Heterosexual activity	1	2	3	4	5	1	2	3	4	5
19.	Sleeping in class	1	2	3	4	5	1	2	3	4	5
20.	Cheating	1	2	3	4	5	1	2	3	4	5
21.	Absenteeism	1	2	3	4	5	1	2	3	4	5
22.	Late coming	1	2	3	4	5	1	2	3	4	5
23.	Using addictive drugs in schools	1	2	3	4	5	1	2	3	4	5
24.	Failure to do homework/ class work	1	2	3	4	5	1	2	3	4	5
25.	Coming to school without exercise books and other materials	1	2	3	4	5	1	2	3	4	5

**1 B Directions:**

For the prevailing student disciplinary problems, the following 28 items are assumed to be the causes. Please show your agreement to what extent or degree the listed items could be causes by putting a right mark (✓) under the given options.

	Factors assumed to be causes for the prevailing student disciplinary problems	Major cause	Minor cause	Difficult to decide	Not at all a cause
<b>Home related factors</b>					
26	Lack of family support				
27	Pressure from over demanding parents				
28	Due to lax or too restrictive discipline from parents				
29	Due to parental preference for one child over the other				

30	Exposure to money at early age				
31	Lack of love from family because of frequent conflicts, divorce, etc.				
32	Due to negative peer influence				
33	Because they spend time with friends who are known for misbehaving				
34	Because disruptive students relate to students who are weak academically				
<b>School Related Problems Teachers</b>					
35	Discouraging student not to ask questions				
36	Conducting class being drunk				
37	Taking revenge by failing students				
38	Smoking in class				
39	Not addressing students according to their level of understanding				
40	Failure to understand students' problems				
41	Teachers being reluctant to disciplinary problems when it occurs among students				
42	Teachers' being absolute dictator in classroom management				
43	Teachers' being laissez faire in class room management				
44	Poor method of instruction (poor presentation and evaluation)				
45	Because of incompetent teachers				
46	Teachers' attitude towards school, teaching and students being negative				
47	Lack of confidence from teachers' side				
48	Favouritism as practised by some teachers				
49	Lack of sense of humour from teachers				
50	Improper hair style and dressing of teachers				
51	Lack of a voice which is commanding attention and respect				
<b>School Environment and Administration</b>					
52	Students' lack of knowledge of school rules and regulation				

53	Absence and/ or inadequate guidance and counselling				
54	Idle or under engaged students .				
55	The school doesn't have code of conduct for students				
56	Students do not know the school's code of conduct even if the school has it				
57	The school doesn't make any effort to work in line with the code of conduct it has				
58	The school's administration fails to supervise teachers' performance				
59	Lack of a positive atmosphere because of old buildings and untidy school compounds incomplete libraries and laboratories and comfortable class rooms.				
60	Lack of consistency in taking disciplinary action				
61	Due to stern and power assertive disciplinary policy that includes corporal punishment				
<b>Curriculum</b>					
62	Lack of relevance on the curriculum in addressing pupils' needs and interests				
63	Difficulty of the lesson				
<b>Personal Problems</b>					
64	Due to physical (sight, hearing or leg) problems				
65	Due to psychological (restlessness, inferiority or superiority complex, self hate, addiction etc) problems				
66	Due to period of adolescence which is a period of storm and stress				

### 1C Direction

The following coping strategies are supposed to minimize students' disciplinary problems and ultimately create a better learning-teaching environment. With this conception in mind, write '1' against the coping strategy that you recommend as the best of all, '2' against the second best, '3' against the third best and so on. It means you write (9) against the strategy that you consider is the least recommendable of all.

#### Love Oriented Methods

- 26. Improve methods of instruction and build up teachers' competence ( )
- 27. Create awareness on school rules and regulations (for teachers and students) ( )
- 28. Devoting time to advise and council disruptive students ( )
- 29. Rewarding and encouraging students with good discipline ( )
- 30. Promoting self control among students ( )
- 31. Identifying common disciplinary problems and devising coping strategies ( )

#### Power Oriented Methods

- 32. Administrating corporal punishment ( )
- 33. Engaging students in labour work ( )
- 34. Administrating psychological punishments like reducing grades, humiliating students in front of their friends, suspending or expelling from school etc. ( )

አዲስ አበባ ዩንቨርሲቲ

ትምህርት ፋኩሊቲ

ትምህርት ዕቅድና አመራር ትምህርት ክፍል

ድህረ ምረቃ ትምህርት ፕሮግራም

ለጥናትና ምርምር የሚውል መረጃ መሰብሰቢያ መጠይቅ

ማሳሰቢያ፡- ውድ የተከበርከው /ሽው/ ተማሪ ይህ መጠይቅ የተዘጋጀው በአዲስ አበባ ባሉ የግልና የሚሰዩን ሁለተኛ ደረጃ /ከዘጠነኛ - መስናይ/ ትምህርት ቤቶች ውስጥ መማር ማስተማሩን የሚጎዱ አንዳንድ ችግሮችን ለማጥናት የሚረዳ መረጃ ለማሰባሰብ ሲሆን ይህንን ታላቅ አላማ ከግምት በማስገባት ለአስተማማኛና አመርቂ ጥናት አስተማማኝና እውነታነት ያለው ተጨባጭ መረጃ በጣም አስፈላጊ መሆኑን ከግምት በማስገባት በዚህ መጠይቅ ውስጥ ለተጠየቁት ጥያቄዎች አንተ/አንቺ/ ሙሉ በሙሉ የምታምንበትን /የምታምኒበትን/ ሀቀኛ ሆነህ/ሽ/ ምላሽ እድትሰጥ/ጪ/ በታላቅ አክብሮት እጠይቃለሁ። በዚህ መጠይቅ የተሰበሰበው መረጃ ከላይ ከተጠቀሰው ጥናት ውጪ ለሆነ ዓላማ በምንም መልኩ አይውልም። በዚህ መጠይቅ ላይ ስም መጻፍ አያስፈልገም።

**የመግቢያ ጥያቄዎች**

**ለሚከተሉት ጥያቄዎች በተሰጡት ሣጥኖች ውስጥ የራይት /✓/ ምልክት በማድረግ ስምምነትህን/ሽን/ ግለጽ/ጨ/**

1. ፆታ ሀ. ወንድ

ለ. ሴት

2. እድሜ ሀ. 16 ዓመትና በታች

ለ. ከ17-20 ዓመት

ሐ. ከ20 ዓመት በላይ

3. ክፍል ሀ. ዘጠነኛ

ለ. አስረኛ

ሐ. 10 + 1

መ. 10 + 2

4. 10 + 1 ወይም 10 + 2 ከሆንክ /ሽ/ የምታጠናው/ኚው/ የትምህርት መስክ

ሀ. ቀለም

ለ መ.ያ

# ክፍል 1

ከዚህ በታች በሁለተኛ ደረጃ ት/ቤት ተማሪዎች አካባቢ ሊኖሩ ይችላሉ ተብለው የተገመቱ 25 የሥነ ስርዓት ችግሮች ቀርቧል። ችግሮቹ እናንተ ት/ቤት ካሉ ለምን ያህል ጊዜ እንደሚከሰቱ በረድፍ ሀ ላይ በተጠቀሰው መመሪያ መሰረት ቁጥሩን በመክበብ ስትመልስ/ሺ/ እነዚህ ችግሮች ደግሞ በምን ያህል ደረጃ የመማር ማስተማር ሂደቱ ላይ ተጽእኖ እንደሚያደርሱ በረድፍ ለ ላይ ያለውን መመሪያ በመጠቀም የተሰጠውን ምርጫ አክብብ/አክብቢ/።

ሀ. ችግሮቹ ምን ያህል ጊዜ ተደጋግመው ይከሰታሉ		ለ. የተጠቀሱት የሥነ ሥርዓት ችግሮች በምን ያህል ደረጃ የመማር ማስተማር ሂደቱ ላይ ተጽእኖ ያሳድራሉ	
1.	በጭራሽ አይከሰቱም	1.	በጣም ዝቅተኛ በሆነ ደረጃ
2.	አልፏል አልፏል ይከሰታሉ	2	ዝቅተኛ በሆነ ደረጃ
3	አንዳንድ ጊዜ ይከሰታሉ	3	መካከለኛ በሆነ ደረጃ
4	ሁል ጊዜ ይከሰታሉ	4	በከፊተኛ ደረጃ
5	በየቀኑ ይከሰታሉ	5	በጣም በከፊተኛ ደረጃ

ተ.ቁ	የሥነ ስርዓት አይነቶች	ሀ	ለ
1	መምህራንን አለማክበር ወይም ትህትናን አለማሳየት	1 2 3 4 5	1 2 3 4 5
2	እርስ በእርስ መጣላት	1 2 3 4 5	1 2 3 4 5

3	ከመምህራን ፈቃድ ውጭ ከክፍል መውጣት ወይም ወደ ክፍል መግባት	1 2 3 4 5	1 2 3 4 5
4	መምህሩ ክፍል ውስጥ እያለ ወሬ ማውራት፣ መረበሽ፣ መንሸካሸክ	1 2 3 4 5	1 2 3 4 5
5	የመምህሩን ወይም የወላጅን ፈርማ አስመስሎ በመፈረም ማጭበርበር	1 2 3 4 5	1 2 3 4 5
6	አስነዋሪ የሆኑ ነገሮችን በክፍል ደስክ፣ በጥቁር ስሌዳና በግድግዳ ላይ መጻፍ	1 2 3 4 5	1 2 3 4 5
7	በትምህርት ሰዓት መዘዋወር	1 2 3 4 5	1 2 3 4 5
8	የት/ት ቤቱን ንብረት ማውደም ወይም መስረቅ	1 2 3 4 5	1 2 3 4 5
9	መምህራን ተገቢ ባልሆነ ቋንቋ መተኛት ወይም ማየስ	1 2 3 4 5	1 2 3 4 5
10	አስፀያፊ ቅጽል ስም ለመምህራን መስጠት ተደብቆ መጥራት ስማቸውን በመጥቀስ ስድብ መጻፍ	1 2 3 4 5	1 2 3 4 5
11	ማጨስ	1 2 3 4 5	1 2 3 4 5
12	በእድሜ ወይም በአቅም የሚያንሱ ተማሪዎችን በጉልበት ማስፈራራት	1 2 3 4 5	1 2 3 4 5
13	ቁማር ወይም የካርታ ጨዋታ ት/ቤት ውስጥ መጫወት በፈተና ወቅት መከረጅ	1 2 3 4 5	1 2 3 4 5
14	አልኮል ት/ቤት ውስጥ መጠጣት ወይም ጠጥቶ መምጣት	1 2 3 4 5	1 2 3 4 5
15	ከትምህርት ቤት ያለፈቃድ አዘውትሮ መቅረት	1 2 3 4 5	1 2 3 4 5
16	በትምህርት ግድየለሽ መሆን	1 2 3 4 5	1 2 3 4 5
17	ከክፍል መፎረፍ	1 2 3 4 5	1 2 3 4 5
18	ሴት ተማሪዎችን ለየታዊ ግንኙነት ማስገደድ ወይም ማባበል	1 2 3 4 5	1 2 3 4 5
19	ክፍል ውስጥ መተኛት	1 2 3 4 5	1 2 3 4 5
20	በፈተናና በመሳሰሉት ነገሮች ማጭበርበር	1 2 3 4 5	1 2 3 4 5
21	ከክፍል መቅረት	1 2 3 4 5	1 2 3 4 5
22	አርፍዶ ወደ ት/ቤት መምጣት	1 2 3 4 5	1 2 3 4 5

23	ሱስ አምጪ ዕዎችን ት/ቤት ውስጥ መጠቀም	1	2	3	4	5	1	2	3	4	5
24	የክፍልና የቤት ሥራ አለመስርት	1	2	3	4	5	1	2	3	4	5
25	አስፈላጊ ቁሳቁሶችን (ደብተር፣ መጽሐፍ) ይዞ ወደ ት/ቤት አለመምጣት	1	2	3	4	5	1	2	3	4	5

**ክፍል 2**

ከዚህ በፊት ለተዘረዘሩት የተማሪዎች የስነሥርዓት ማጉደል ችግር እንደ መንስኤ (መነሻ) የሚታዩ 28 ሀሳቦች ተዘርዝረዋል። ከተዘረዘሩት ውስጥ የእያንዳንዱን መንስኤ አንገብጋቢነት መጠን የቱን ያህል እንደሆነ በየችግሩ ፊት ለፊት በምትስማማበት በምትስማማበት/ሚበት አማራጭ ስር የራይት (✓) ምልክት በማድረግ ሀሳብ ስጥበት/ስጭበት።

የስምምነት ሁኔታ					
ለተማሪዎች ስነስርዓት ማጉደል ችግር አስተዋጽኦ ሊያደርጉ የሚችሉ ችግሮች ዝርዝር		የጎላ መንስኤ	በጉልነት የማይታይ መንስኤ	ለመወሰን እቸገራለሁ	ፈፅሞ መንስኤ ያልሆነ
<b>ቤት አካባቢ የሚከሰቱ ችግሮች</b>					
26	የቤተሰብ ድጋፍ ማጣት				
27	ከፍተኛ ጉጉት ካላቸው ቤተሰቦች በሚደረግ አላስፈላጊ ጫና				
28	በጣምከከረረ ወይንም አላግባብ ግዴላሽነት ከሚታይበት የቤተሰብ ቁጥጥር የመነጨ				
29	በልጆች መካከል ቤተሰብ በሚያሳየው አድልኦ				
30	በለጋነት ዕድሜ ቤተሰብ ልጆች ከገንዘብ ጋር እንዲገናኙ በማድረግ				
<b>የጓደኛ ተፅእኖ</b>					
31	አሉታዊ በሆነ የጓደኛ ተጽእኖ				
32	የባህሪ ችግር ካለባቸው ልጆች ጋር ጓደኝነት መፍጠር				
33	በትምህርት ደካማ ከሆኑ ተማሪዎች ጋር ጓደኝነት መመሥረት				

በትምህርት ቤት ዙሪያ የሚገኙ ችግሮች መምህራን				
34	ተማሪዎች ጥያቄ እንዳይጠይቁ ተስፋ ማስቀረጥ (አለማደፋፈር)			
35	ጠጥቶ ለማስተማር መሞከር			
36	ተማሪዎች በፈተና በመጣል መበቀል			
37	እክፍል ውስጥ ሲጋራ ማጨስ			
38	ተማሪዎችን እንደ ችሎታቸው መጠን (ደረጃ) አለማስተማር			
39	የተማሪዎችን ችግር አለመረዳት			
40	የስነ ስረዓት ችግር ሲከሰት አይቶ ቸል ማለት			
41	በክፍል አያያዝ አንባባይናዊ ዝንባሌ ማሳየት			
42	በክፍል አያያዝ ከሚገባው በላይ ግዴታ መሆን			
43	ሙያዊ ብቃት በሌላቸው መምህራን ምክንያት በራስ በማይተማሙ መምህራን ምክንያት			
44	ደካማ የማስተማር ዘዴና፣ ገለጻና ግምገማ በሚጠቀሙ መምህራን ምክንያት			
45	በተማሪዎች መካከል አድሎአዊ አሰራርን የሚከተሉ መምህራን			
46	ትምህርትን በማዋዛት የማስተማር አቅም በሌላቸው መምህራን ምክንያት			
47	ተገቢ ያልሆነ አለባበስና የፀገር አበጣጠር በመምህራን ዘንድ በመኖሩ			
48	ተማሪዎችን የሚስብ ተገቢ የሆነ ድምፅ በሌላቸው መምህራን ምክንያት			
በትምህርት ቤት አስተዳደርና አካባቢ ዙሪያ				
49	የትምህርቱን ህግና ደንብ ተማሪዎች ባለማወቃቸው			
50	የምክር አገልግሎት በትምህርት ቤቱ ውስጥ አለመኖር ወይም በተገቢው መንገድ አለመስጠት			
51	በሥራ ባልተጠመዱ ተማሪዎች ምክንያት			

52	ትምህርት ቤቱ ለተማሪዎች የሚያገለግል ህግና ደንብ ስለሌለው				
53	ትምህርት ቤቱ ህግና ደንብ ቢኖረውም ተማሪዎች እንዲያውቁት ባለመደረጉ				
54	ትምህርት ቤቱ ተማሪዎች ህግና ደንቡን አክብረው እንዲማሩ ጥረት አለማድረጉ				
55	ትምህርት ቤቱ በመምህራን ሥራ ላይ ክትትል አለማድረጉ				
56	በትምህርት ቤቱ ውስጥ ሊሟሉ የሚገባቸው ነገሮች አለመሟላታቸው (አሮጌ ህንፃ፣ ያልተሟላ ላይብረሪና ላብራቶሪ እንዲሁም ምቹ ያልሆኑ የመማሪያ ክፍሎችና መቀመጫዎች)				
57	የትምህርት ካሪኩለሙ የተማሪዎችን ስሜትና ፍላጎት በማሟላት በኩል አግባብነት ስለሌለው				
58	የትምህርቱ ክብደት				
<b>የግል ችግሮች</b>					
59	የማየት የመስማት ወይንም የእግር አካላዊ ችግሮች ባሉባቸው ተማሪዎች ምክንያት				
60	ልዩ ልዩ ስነልቦናዊ ችግሮች ባሉባቸው ተማሪዎች ምክንያት (ራስን ዝቅ ወይንም ከፍ አድርጎ ማየት፣ ቅብጥብጥነት፣ የሱስ ተገዢ መሆን፣ ራስን መጥላት)				
61	በጉርምስና ዕድሜ ውስጥ ባሉ ተማሪዎች ምክንያት				

**ክፍል 3**

የሚከተሉት ዓረፍተ ነገሮች (ሀሳቦች) በተማሪዎች መካከል የሚከሰቱ የሥነሥርዓት ችግሮችን ለመቀነስ ብሎም ለማስወገድ ይረዳሉ ተብለው የሚታሰቡ የመፍትሄ መንገዶች ናቸው። በአንተ/ቺ/ እምነት የተሻለ በምትይው የመፍትሄ መንገድ አንጻር 1 በመጻፍ በሁለተኛ ደረጃ በምታይው መፍትሄ አንጻር 2 በመጻፍ የመጨረሻ መፍትሄ መሆን አለበት በምትለው/ይው/ አንጻር 9 በማስቀመጥ በደረጃ አስቀምጣቸው/ጨያቸው/

**ፍቅርን ግምት ውስጥ ያስገቡ /አዎንታዊ/ መንገዶች**

- 62. የመምህራን ብቃት በማሳደግ የማስተማሪያ መንገዳቸውን ማሻሻል ( )
- 63. በትምህርት ቤቱ የተማሪዎች ህግና ደንብ ላይ በቂ ግንዛቤ መፍጠር ( )
- 64. የሥነሥርዓት ጉድለት የሚያሳዩ ተማሪዎችን በምክር ለማስተካከል ጊዜ መውጫ ( )
- 65. በጎ ባህሪን መሸለምና ማደፋፈር ( )
- 66. ተማሪዎች ራሳቸውን መግዛት እንዲችሉ ማደፋፈር ( )
- 67. በተደጋጋሚ የሚከሰቱ የሥነስርዓት ችግሮችን በመለየት የረጅምና አጭር ጊዜ የመፍትሄ መንገዶችን መፈለግ ( )

**ኃይልን ያካተቱ (አሉታዊ) መንገዶች**

- 68. የኃይል ቅጣትን መውሰድ (ማንበርከክ፣ መግረፍ) ( )
- 69. ተማሪዎችን በጉልበት ሥራ መቅጣት ( )
- 70. ሥነልቦናዊ ቅጣትን ሥራ ላይ ማዋል (የተማሪዎችን ውጤት መቀነስ፣ በጓደኞቻቸው ፊት ማዋረድ፣ ለተወሰነ ጊዜ ወይንም እስከነጭራሹ ከትምህርት ማባረር) ( )

**This thesis has been submitted for examiners by my approval as a University advisor.**

**Name: - Ayalew Shibeshi (Assoc.Professor)**


**Signature**  \_\_\_\_\_

**Date:** 05/03/2007

## DECLARATION

The thesis is my original work and has not been presented for a degree in any other university and that all the materials used for this research have been dully acknowledged.

Name: Meiraku Engida

Signature: 

Date: 5<sup>th</sup> march 07