

**ASSESSMENT OF STUDENTS MISBEHAVIOR AND COPING
STRATEGIES
(IN THE CASE OF SHASHEMENE SECONDARY SCHOOL).**

ALEMAYEHU TEGENU MEKURIA

ADDIS ABABA UNIVERSITY

ADDIS ABABA ETHIOPIA

JUNE, 2012

**ASSESSMENT OF STUDENTS MISBEHAVIOR AND COPING
STRATEGIES
(THE CASE OF SHASHEMENE SECONDARY SCHOOL)**

ALEMAYEHU TEGENU MEKURIA

**A THESIS SUBMITTED TO:
THE INSTITUTE OF IN EDUCATIONAL RESEARCH**

**PRESENTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER
OF ARTS IN EDUCATIONAL RESEARCH AND EVALUATION**

ADDIS ABABA UNIVERSITY

ADDIS ABABA ETHIOPIA

JUNE, 2012

**ASSESSMENT OF STUDENTS MISBEHAVIOR AND COPING
STRATEGIES: IN THE CASE OF SHASHEMENE SECONDARY
SCHOOL.**

ALEMAYEHU TEGENU MEKURIA

Approval of Board of Examiners

_____ Sig _____ Date _____

Chair man

_____ Sig _____ Date _____

Advisor Name

_____ Sig _____ Date _____

Examiner Name

_____ Sig _____ Date _____

Examiner Name

Acknowledgment

First, I would like to acknowledge Almighty God to whom I owe all of my life's achievement.

I would also like to acknowledge Wanna Leka (Dr), my thesis Advisor, for his constructive comments, advises as well as guidance and mentoring throughout the course of the research. I owe a great deal of respect to him.

Acknowledgment is also due for my brother Girma Tegenu for his professional assistance in my research and. I also acknowledge my brother Kassahun Tegenu, Ayalew Abera, my wife yemisrach leulseged & all of my families leaved in Italy for their financial and moral support. And all IER students and others for their moral, Professional assistance and encouragement. I am also very grateful to those who have been instrumental during the field work of the research.

Dedication

Dedicated to my beloved Mother;

Sisay Ejjerissa

And her sisters Birritu and tsige Ejjerssa

AND

For my grandmother w/o Zewditu Wolde , and my Father Tegenu Mekuria those who passed away but contribute a lot for the existence of the family and reasons how we are here. The last but not least is for my beloved brother Habtamu Tegenu that i will be happy when he were with me and alive.

Table of Contents

<i>List of Figures Tables</i>	i
List of table	ii
Acronyms	iii
Acknowledgement.....	iv
Abstract	v
CHAPTER ONE.....	1
1.INTRODUCTION	1
1.1BACKGROUND OF THE STUDY	1
1.2 Statement of the Problem/Justification	5
1.3 Objective of the Study and Research Questions	9
1.4 Significance of the study.....	10
1.5 Delimitation of the study	11
1.6 Limitations of the study	11
1.7 Definition of key terms	11
1.8 Organisation of Study/paper	13
CHAPTER TWO.....	14
2.LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	14
2.1 Literature Review.....	14
2.2 Conceptual Framework of the Study	24
CHAPTER THREE	27
3 METHODOLOGY	27
3.1 Methodological Framework of the Study	27
3.2 Research Design.....	27
3.3 Source and Methods of Data Collection.....	28

3.4 Sampling Design.....	29
3.5 Data Gathering Instrument and Procedure of data collection.....	32
3.6 Validation and Analysis.....	32
CHAPTER FOUR	34
4.PRESENTATION, DISCUSSION, AND ANALYSIS OF DATA.....	34
4.1 Description of the Study Area/School and Respondents	34
4.2 Major Findings on Student Misbehavior and coping mechanism	43
4.3 Response/Coping Mechanisms by the school to Student Misbehavior	59
CHAPTER FIVE	66
5.SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	66
5.1 Summary of Key Findings	66
5.2 Conclusion	73
5.3 Recommendations.....	75
References.....	77
ANNEX.....	84
Annex-1 Instruments.....	84
Annex-2 Educational System of Ethiopia.....	103
Annex-3 Number and Composition of key informants and FGD participants	106
Annex-4 Sample size determination	107
Annex-4.1 Additional tables	108
DECLARATION	119

LIST OF FIGURES

Figure 1 Percentage of students who achieved Passing Scores in Grade 10 by 2010/11 and average for the past 5 yrs	4
Figure 2 Conceptual Framework: Student Misbehavior and Response Mechanisms.....	26
Figure 3 The number and sex composition of the students by grade (first cycle only)	36
Figure 4 Students by Grade.....	40
Figure 5 Mean Number of Student Misbehavior Exhibited by a Student/Year.....	48
Figure 6 Aggregate Ratings on the Stressfulness of student misbehavior in your school (valid N=431 i.e. 73 Teachers plus 358 Students)	51
Figure 7 Causative factors as ranked by the students and teachers (only major causes).....	55
Figure 8 Do you believe that the school's disciplinary rule and regulation are relevant?	60

LIST OF TABLES

Table 1 Student Population and Sampling Size distribution by Grades and Sex.....	31
Table 2 Trends in the Student Population of Shahsmene School (2006/7 to 2010/11).....	35
Table 3 Trends in the Percentage Students with Passing Grades in 10th Grade Exam (2006/7 to 2010/11)	38
Table 4 Age and sex composition of the sample students (N=360 valid responses)	39
Table 5 Family income of the student	40
Table 6 Students by Place of Residence	41
Table 7 Educational Status and Sex of Sample Teachers.....	42
Table 8 Respondents' title/position at the school.....	42
Table 9 Experiencing misbehavior in the school	43
Table 10 Frequently Observed Student Misbehavior	44
Table 11 Commonly observed misbehavior as ranked by the students and teachers.....	45
Table 12 Students Who Exhibited at least one Misbehavior in School/Year (N=305 valid responses)	47
Table 13 Student Misbehavior vis-à-vis Age, Family income, Grade, and Residence	49
Table 14 Persistence of Student Misbehavior in Shahsmene Sec. School	50
Table 15 Causes of Student Misbehavior in Shahsmene Sec. School.....	53
Table 16 Misbehavior as a hindrance to the teaching learning process	57
Table 17 Effects of Student Misbehavior (N=1,287 multiple responses)	58
Table 18 Teachers' Awareness of the school's disciplinary rule and regulation	59
Table 19 Are you satisfied with the proper enforcement of the disciplinary rules/regulation?	61
Table 20 Corrective Measures Commonly Taken by the School.....	63
Table 21 Teachers' Evaluation of Corrective Measures Applied	64

Acronyms

CSA Central Statistics Authority

EFA Education for All

FGD **FOCUS GROUP DISCUSSION**

GEQIP **GENERAL EDUCATION QUALITY IMPROVEMENT
PACKAGE**

GTP **GROWTH AND TRANSFORMATION PLAN**

M.A.S.L. **METERS ABOVE SEA LEVEL**

MDGs Millennium Development Goals

MoE Ministry of Education

PTA Parent-Teachers' Association

Assessment of Student Misbehavior and Coping Mechanisms in Secondary Schools : *The Case of Shashemene Secondary School*

ABSTRACT

This thesis argues that student misbehavior, deep-rooted in a complex web of factors, is among the salient factors that affects the learning teaching environment and the personality and performance of the student him/herself. This in turns determines the academic achievement at secondary school level and even beyond. It also claims that mismanaged misbehavior has antisocial behavior as a detrimental outcome. In view of this, the study was conducted to explore and describe the nature, prevalence, trends, severity, causes and effects of student misbehavior along with the response mechanisms in Shashemene secondary schools. Primary and secondary data were collected and analyzed. Quantitative data obtained from the survey of sample students (360) and teachers (74) as well as qualitative information obtained from a total of 13 key informants and two FGDs constituted the primary sources of data. Complementary and/or supplementary data was also obtained from the review of literature and pertinent documents. The results revealed that student misbehavior that disrupts the classroom environment are highly prevalent. Nearly one in four students misbehaves in a year at Shashemene school. The problem of misbehavior is not only prevalent but also very stressful. Besides, misbehavior has been worsening across time. Meanwhile, assessment of the causative factors uncovered Parent, Student, Teachers/School related factors in their order of importance. Furthermore, it is almost unanimously agreed that misbehavior is a hindrance to the learning-teaching process in the school as it principally disrupts the learning-teaching environment. Effects on the student's personality were also emphasized, though damaging property was the least important effect. Eventually, the findings on the school's response mechanism uncovered problems and gaps that are much more pronounced. Among others, failure to device and enforce tailor-made disciplinary rules and regulations was the central tenet. In the end, the study draws conclusions, inter alia, on the prevalence, magnitude, trends, cause and effects of student misbehavior as well as on the problems associated with the school's response mechanism. Finally, recommendations are put in order for improved response mechanism to combat the problem of student misbehavior.

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Human resources development constitutes the foundation upon which material development can occur, and education represents a major form of human resources development. Besides, it is widely believed that the expansion of educational opportunities is a keystone to the nation's accelerated socio-economic development. However, ensuring universal of general education without compromising quality is among the top priorities and with a daunting challenge, especially for the developing countries. (MoE, 2005 , UNESCO, 2005).

Student misbehavior, which refers to a behavior that disrupts the learning-teaching process, creates psychological and physical discomfort and harms property, is with far reaching implications towards the achievement of educational goal. Globally, the role of student's discipline in quality education has been increasingly recognized. Accordingly, well-managed schools and classrooms are found to contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behavior communicate a seriousness of purpose to students (Craig, Kraft & du Plessis, 1998). Moreover, mismanaged student misbehavior results in juvenile delinquency.(Michael Shader,2005).

Meanwhile, lack of discipline is among students is a serious problem facing schools today. (Rose & Gallup, 2000). In effect, stricter disciplinary measures are increasingly recognized as the essential factor in improving schools (Langdon & Vesper, 2000). The public perceives that managing student behavior is an important component of the teacher's duty (Pestello, 1989).

There are three variables that are related to misbehavior: the student with the problem, the environmental conditions under which the problem occurs, and the teacher (DeBruyn, 1983). The variable that can be controlled with the greatest ease is the teacher's behavior. Thus, the teacher must not only diagnose the problem, but also take steps to adjust instruction and interaction with students to deplete the inappropriate behavior (DeBruyn, 1983; Palardy, 1995). Students recognize that teachers play a major role in curtailing inappropriate behavior through the employment of effective instructional activities (Supaporn, 2000; Doyle, 1986) unfortunately; the physiological, cognitive, and moral dimensions to behavior make it difficult for instructors to diagnose and treat misbehavior (Blakeney & Blakeney, 1990).

Education in Ethiopia especially Secondary Education has a long and rich history of educational traditions. The present formal programme is divided into kindergarten, general, technical-vocational and tertiary education programmes. Secondary education has been implemented in Ethiopia for many years providing for post-primary education in the first cycle (grades 9-10) and the second cycle (grades 11-12). The focus of secondary education growth has been predominantly in the first cycle. Eighty four out of every

hundred students in secondary education are in the first cycle. (MoE,2005 , MoE,2010/11).

Overall, enrolment in all secondary (grades 9-12) has grown by over 5.8 % per year, reaching nearly 1.75 million students in 2010/11 from around 1.4 million five years ago (2006/07). The highest growth has occurred in the first cycle, now enrolling 1.46 million students, and employing the majority of the 52,525 teachers. Currently, there are a total of 1,571 secondary schools in the country. Likewise, the number of schools has, on average increased by 12.4%, during the past five years. Meanwhile, review of the School Facilities showed that there are disparities across the schools. The number of double shift schools needed to accommodate the rapid growth of enrolment (over 20%) per year and the fact that all have latrines and the majorities have libraries.

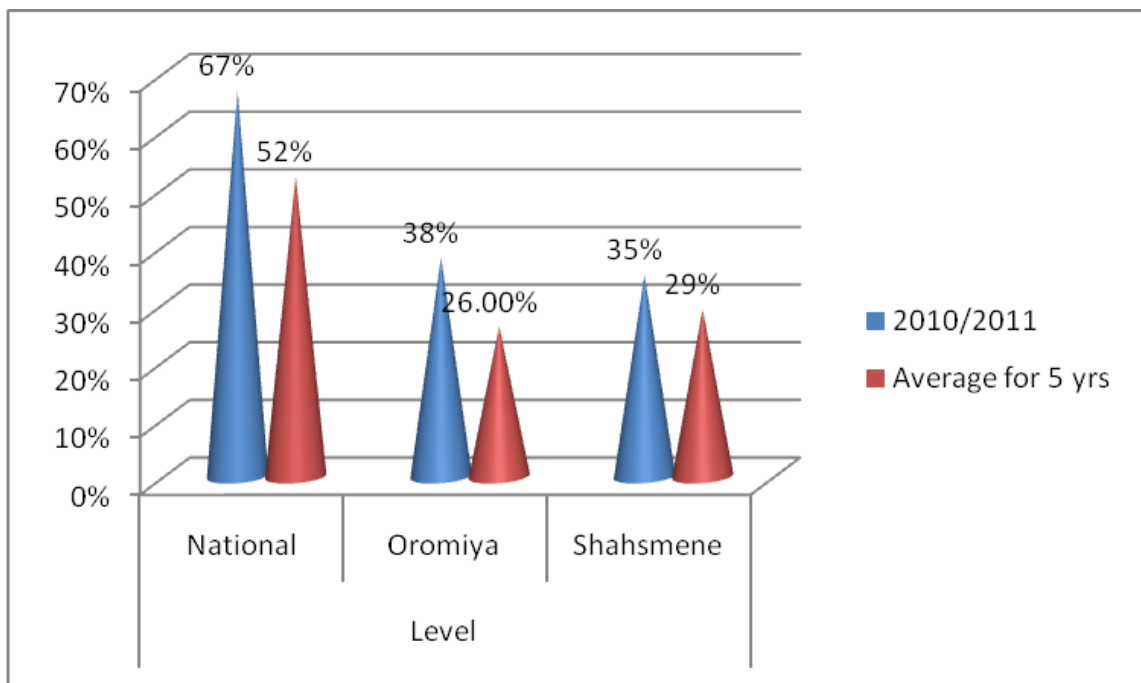
Review of performances showed that gross enrolment rate at secondary school level reached 38.4 percent (for male 41.85 and for female 34.9 percent).

Finally, assessment of the Ethiopian Education system, National examination (Ethiopian General Secondary Education Certificate Examination) showed on average 52% of the students who sat on examination have earned a passing score i.e. 2 and above. However, the percentage has significantly increased to reach 67% for the year 2010/11 from 50% in 2006/07.

Comparisons of performances, however, showed that both secondary schools in Oromiya region are by far below the national average. As presented in fig-1, during the past five years, the percentage of students who scored a passing grade averaged 26% for Oromiya

region and 29% for Shahsemene schol. The percentage of students with passing score for Oromiya and Shashemene school in the year 2010/11 is 38% and 35%, respectively. (MoE,2010/11). (See also annex-2 on the Structure of Ethiopian Education and Some facts on secondary education).

Figure 1 Percentage of students who achieved Passing Scores in Grade 10 by 2010/11 and average for past 5 yrs



Source: MoE, 2010/11

With regards to the policy environment, Ethiopia's Education and Training Sub-sector Policy focuses on educating and/or training the workforce that is demanded by industry, particularly the growing manufacturing industry, at all levels.

Meanwhile, the educational and training policy and subsequent strategies have given due recognition to student discipline in the bid to augment quality of education thereby achieve educational goals. In this regards, the policy broadly sets the objectives of student disciplining student disciplining is given. In this regards,. Accordingly one of its general objectives urges the bringing-up of citizens who respect human rights, standing for the wellbeing of the people as well as equality and justice and peace endowed with democratic culture and discipline. (MoE,1994).

More recently, the assessment of school improvement gave room to the reduction of discipline cases in a given school. According to the school improvement program guideline, one of the standards of assessment for school improvement relies on whether students have developed a habit of taking responsibilities and leading a disciplined life. Indicated by the total number of disciplined cases per semester by sex, it triggers the school effort in the reeducation of prevalence of misbehavior-disciplinary problems to nill (MoE,2010).

1.2 Statement of the Problem/Justification

Education provides a fundamental base for all further human development and its availability and quality are central to the human resource development of any society. Theoretical and empirical evidences, meanwhile, suggest that student misbehavior is one of the salient determinants of quality education and/or affecting student attainments. Moreover, the detrimental outcome of student misbehavior and the paradigm shift in the management approach are worth mentioning. In this regards, student misbehavior is among the risk factors identified for antisocial adolescent behavior or deviance.

Reportedly, mismanaged student misbehavior in secondary schools mostly leads to juvenile delinquency. As to the management aspect, the conventional punitive and single-actor approach has been increasingly replaced by instructive and multiple-actor approach in addressing the problem of misbehavior. Central to the former case are punitive rules and regulation by schools that include suspension, expulsion and corporal punishment that were mostly unsuccessful in cultivating discipline. On the contrary, the modern approach is student-centered, educative and partnership-oriented as it involves key actors like the school, student, parents, government and other stakeholders. Indeed, this approach emphasizes the importance of action-research undertakings in order to properly understand the complexity and dynamism of student misbehavior thereby devise and implement coping strategies that are tailor-made to the school realities.

Ethiopia's secondary education is not an exception to the above facts. As clearly stipulated in the policy documents, education is considered as a key instrument for Ethiopia's socio-economic and political transformation. Notwithstanding the country's efforts and positive developments in expanding access, and improving equity, the progress made so far to improve quality is limited. In fact, among the factors complicating the problem of Ethiopian education is the recent erosion of educational quality. To this end, national learning assessments show deteriorating trends in student achievement albeit the country's investment in quality inputs like teachers, books, buildings and related infrastructures. Furthermore, the educational sector has been criticized on grounds of efficiency. Accordingly, keeping students in school is a major problem where high rates of repetition and dropout lead to inefficiency and wastage of scarce resources.

Few research works in the academic circle uncovered that students' misbehavior is not only prevalent but also serious enough warranting the immediate need for appropriate coping strategies. However, little has been known and documented regarding the problem of student misbehavior and its implications to augmenting quality or student achievement, at the country level. There are a number of gaps identified at the policy level. To start with, the guideline developed a decade ago by the Ministry of Education has still continued to serve as a framework for student discipline in secondary schools. Consequently, less reliable in terms of capturing the key features of student misbehavior, which is characterized by complexity and dynamism. Besides, due to the existing poor documentation, follow-up and reporting the prevalence and severity of the problem has not been brought to the attention of policy makers at various levels. In addition, most of the regional government and secondary schools are rarely observed to follow the aforementioned guideline to develop tailor-made disciplinary rules and regulations on the basis of action research. On top of this, the approaches being followed by most schools undermine the student-centered approach in their handling of misbehavior.

Shashemene secondary school is not exceptional to the above reality. Although the school has been progressing towards the fulfillment of the standards set by the MoE, the performance of students has been very low even compared to the country's average. Yet, the problem of misbehavior is believed to be much more pronounced due to a multitude of factors. One, the city is a fast growing urban center. Situated at the cross-road that connects five major towns/regions of the country, Shashemene is increasingly becoming a center of commerce and tourism. Besides, the town's proximity to cash crop areas like

Wondo genet exposes the students to the consumption of *Khat* along with *Shisha*. Moreover, substance abuse is a growing concern in Shashemene. In particular, the use of *Marijuana (Hashis)* is among the sub-cultures attributed to the ever increasing number of the Jamaicans who reside at a walking distance from the Shashemene secondary school. The combined effect of this on the likelihood of student misbehavior is clear. Be this as it may, the school's response mechanism is very poor. In the first place, there is limited knowledge on the nature, magnitude, severity and impacts of student misbehavior. Interestingly, the school has no record on the number of students by misbehavior types and the actions taken across the years. Furthermore, the school has not yet developed its own disciplinary rules and regulations based on the MoE guideline. Also the level of Parents-Teacher Association (PTA) is inefficient and not performing as per the expectations stipulated in the MoE guideline. Moreover, conducting action research by teacher thereby attempting to manage misbehavior in a coordinated manner has never been experienced at Shashemene secondary school.

This thesis, therefore, argues that student misbehavior is a problem deep-rooted in a complex web of factors related to the students, school, parents and other external causes. As such, the problem stands among the salient determinants of quality education by affecting the performances of students at secondary school level and even beyond. In this regards, the poor performance of students in Shashemene school, which is presented in the previous section, is a function of the problem of misbehavior; among others. Needless to say, the research is meant to assess the problem of student misbehavior, to which the present poor performance/quality education is partly attributed to, thereby pinpoint actions

to address the gaps/limitations in the existing weak response mechanisms at the school and higher levels. Specifically, this thesis assesses the nature, prevalence, severity and causes of student misbehavior along with its implications to the performance and anti social behaviors among the students in secondary schools in Ethiopia. Parallel to this, the study diagnoses the existing response mechanisms in the bid to map-out the achievements and gaps, at all levels, thereby draw recommendations for effective management of student misbehavior.

1.4 Objective of the Study and Research Questions

1.4.1 Objectives of the Study

General Objective: The overall objective of the study is to assess the nature, prevalence, and magnitude of student misbehavior along with the exiting response mechanism in Shashemmene Secondary School.

More specifically it intends to achieves the following specific To map-out the type, prevalence, severity and trends of student misbehavior in Shashemmene school;

- 1.To identify the causative factors and effects of student misbehavior in Shashemmene school;
- 2.To review the relevance and effectiveness of the school's response mechanisms as viewed against the student misbehavior in the school.

1.4.2 Basic Research Questions

In light of the above objective, the study focuses on answering the following basic research questions.

1. What are the common types of misbehavior exhibited by secondary school level students and their root causes?
2. What is the current status or prevalence, severity and persistence of student misbehavior at secondary schools?
3. What are the implications of student misbehavior to students' achievement and antisocial behavior?
4. How relevant and effective are the measures taken in handling student misbehavior?

1.5 Significance of the study

This study is timely and of relevant for the following reasons. The major findings of the study are believed to contribute towards filling the knowledge gap of the topic under investigation. Second, the study shall stimulate other research undertakings thereby augmenting the limited knowledge on student misbehavior at local (school), regional and country levels. Third, by way of communicating the context-specific findings on the nature, causes and doable recommendations the study also serves as a guideline or references for concerned actors/stakeholders of Shashemene secondary school. Last but not least, the study highlights the gaps in the policy/institutional arena as well as provides inputs for policy makers, especially at the MoE and Oromiya regional Bureau of Education.

1.6 Delimitation of the study

This study is confined to the assessment of student misbehavior and response mechanism in Shashemene School only. Obviously, this constrains the level of generalizability of the findings to a wider scope or different contexts. Besides, limited availability of knowledge/data on the study area constrained the study from making advanced level of explanation.

1.7 Limitations of the study

Moreover abysmal lack of records on the students who exhibited misbehavior in Shashemene School posed a serious limitation, especially on making trend analysis and causal explanations. In effect, the study relied on retrospective questions to disclose perceptions of the students about the changes across time as a one-shot case study.

1.8 Definition of key terms

Student Misbehavior – include the behavior of a student that disrupt the teaching- learning activity creating physical and psychological discomfort, doing harm to properties at school or in classroom.

Causes of Student Misbehavior

Student – related causes: antipathy to school or disinterest in learning in general; lack of interest in a particular subject, dislike to a teacher or hostility towards a teacher; Attention

seeking; Ignorance of the classroom rules; Unsettled or disruptive home environment, Unpleasant peer relations; Emotional upset Bad physical condition

Teacher –related causes: Poor teaching, lack of planning and preparation; ineffective style of presentation; failure to use appropriate teaching aids (suitable audio-visuals), failure to involve students in the instructional activities and failure to apply the major principles of teaching; failure to structure one's lessons and present them in steps; failure to set the right task; failure to enforce the rules set, lack of skill/ experience on management of student misbehavior, lack of interest (burnout), ignorance, disrespect to students, frustration/pessimist expectation; lack of motivation to do action research etc

Teaching Learning Process: refers to the formal interaction among students themselves and students and teachers.

Response mechanism- refers to the coping strategies or the application of measures against the student misbehavior or in the management of non-compliance against the disciplinary rules and regulations.

Academic achievement: Refers to average of all subject given in the school and ranking class.

Antisocial Behavior: Early antisocial behavior may be the best predictor of later delinquency. Antisocial behaviors generally include various forms of oppositional rule violation and aggression, such as theft, physical fighting, and vandalism.

1.9 Organization of the Study

The study is organized in five chapters including this chapter that provided the study background. Chapter two presents the literature review and conceptual framework of the study. Chapter three methodology that followed by Chapter four that deals with Analysis of data. Finally, in Chapter five, summarizes the major findings and draws Conclusions on the basis of which Recommendations are put in made. Addenda to the report are annexes that include instrumentations, tables and list of key informants.

CHAPTER TWO

2. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Literature Review

2.1.1 Articulating the Meaning of Student Misbehavior

Student misbehavior is be defined as any behavior that interferes with the effectiveness of the teacher's instructional plan or a student's ability to teach (Stebbins, 1971). There are three variables in most instances of misbehavior: the student with the problem, the environmental conditions under in which the problem occurs, and the teacher (Debruyn, 1983). The variable that can be controlled with the greatest ease is the teacher's behavior. Thus, the teacher must not only diagnose the problem, but take steps to adjust instruction and interaction with students to deplete the inappropriate behavior (Debruyn, 1983). Students recognize that teachers play a major role in curtailing inappropriate behavior through the employment of effective instructional activities (Supapron, 2000; Doyle, 1986).

When misbehavior reaches a certain point, instruction fails to have its desired effect on the students. Recognizing the seriousness of behavior in the classroom is an essential part of teaching. Teacher-preparation programs should understand the problems confronting teachers in the classroom with regard to student misbehavior if instruction is to work and

students are to learn. Providing teachers with valuable tools to manage student behavior effectively could slow the teacher attrition rate in education (Moore & Camp, 1979). Stebbins (1971) found that teachers rarely communicate among themselves to any depth about the subject of student misbehavior even though the stress generated by misbehavior was of greater concern than other working conditions (Abel & Sewell, 1999). Since most teachers spend the majority of their workday almost exclusively with pupils, most teachers tended to formulate their own definition of misbehavior and handle those misbehaviors accordingly (Borg & Riding, 1991).

Parents often identify lack of discipline among students as a serious problem facing schools. The public has identified discipline as a predominant problem in schools and they contend that stricter disciplinary measures are the essential factor in improving schools (Langdon & Vesper, 2000). The public perceives that managing student behavior is an important component of the teacher's duty (Pestello, 1989). According to the above writers both families and government or officials has already identifies the meaning and impact of miss behaviors and even who can control it. However, even if the problems are identifies as it exists and as they are practically observe at Addis Ababa schools especially and even at the country, level but serious measures were not taking on those delinquents. Recognizing the seriousness of behavior in the classroom is an essential part of teaching. Teacher preparation programs should understand the problems confronting teachers with regard to student misbehavior if instruction is to work and students are to learn. Providing teachers with valuable tools to manage student behavior effectively could slow the teacher attrition rate in education (Moore & Camp, 1979).

2.1.2 Typology of Student Misbehavior by Corresponding Response Mechanisms

There is no universally accepted uniform classification of student misbehavior. Review of available literature, however, uncovered that typology depends on the level of seriousness of the behavior exhibited. Student misbehavior ranges from those most salient acts and behavior (type-1) to the least serious (level-4). These are briefly discussed as follows along with the specific misbehavior types and corresponding corrective actions.

2.1.2.1 Type-1 Behavior

Type-1 behavior denotes those illegal and/or very serious misconduct of students that are life or health threatening. These include, Possession or Use of Weapons, Facsimile of weapon or Dangerous Instruments; Sale, Use, Possession of Drugs or Alcohol; Assault/Battery; Rape/Forced Sexual Acts; and Deliberate Defacing or Damaging School Property. With regards to the penalties, a student charged with behavior which is classified herein as Type 1 shall be: (a) removed from the school immediately; (b) present at a hearing; (c) recommended for expulsion from the School System.

2.1.2.2 Type-2 Behavior

Type-1 behavior refers to a misbehavior that is still illegal and/ or very serious misconduct, but not life or health threatening. This includes, Possession of transmitting or any portable electronic communications device; minor Sexual Misconduct, Indecent Exposure, Theft, False Alarm, Extortion/coercion, Gambling, Trespassing, Vandalism, Disruption and Use of Tobacco. The disciplinary action against such misbehavior involves: First offense-Short-term Suspension (4-10 days) Second Offense- Long-term Suspension (11-90 days) Third Offense-Recommendation *for expulsion*.

2.1.2.3 Type 3 Behavior

Type-3 behavior represents a moderately serious misbehavior that mostly disrupts the teaching-learning environment. Among others, /Disrespect, disorder, fighting, forgery, failure to identify self, profanity, truancy etc. Disciplinary actions short of suspension to correct such misbehavior include but are not limited to: Verbal reprimand; Special assignments (constructive); Schedule changes; Notifying parent by phone or letter of student's misbehavior; Conference with parents; Transfer to another class; Temporary separation from peers; In-house suspension and Loss of class or school privileges.

2.1.2.4 Type 4 Behavior

Type-4 behavior includes the least disruptive and/or harmful misbehavior that includes non-conformity to dressing styles, Bus or Van related offences etc. Penalty against these misbehavior are mostly suspension of bus and related privileges.

2.1.3 Causes and Effects of Student Misbehavior

Misbehavior among young people were observed and, as they negotiate the transition from childhood to adulthood in an increasingly complex and confusing. By and large, misbehavior is attribute to the student, teacher, and parents.

Accordingly, Family factors relate to Parenting, Maltreatment, Family violence Divorce, Parental psychopathology, Familial antisocial behaviors, Teenage parenthood, Family structure, and large family size. Peer-factors are the association with deviant peers and Peer rejection. As to the School and community factors, Failure to bond to school, Poor academic performance, Low academic aspirations, Living in a poor family, Neighborhood

disadvantage, Disorganized neighborhoods, Concentration of delinquent peer groups, and Access to weapons (OJJDP, 2003).

Student/Individual related factors include children's behavior is the result of genetic, social, and environmental factors. These are individual's genetic, emotional, cognitive, physical, and social characteristics.

Research has found dealing with student misbehavior as the most prominent source associated with teachers' negative behavioral outcomes at work. Parents' spousal relationships may also influence children's peer relations. Divorce and marital conflict are associated with a lack of competence in children's relationships with peers. (Costas Nicou Tsouloupas, 2011).

A study by (Ayele, 2006) uncovered a multitude of disciplinary problems and the causative factors to student misbehavior. Accordingly, there are around 18 types of commonly observed students disciplinary problems identified; of which the first 5 most serious ones included tardiness; truancy; cheating during examination, disturbing in the classroom, and not doing home works. The second top ranked problems included disrespect teachers, fighting among each other; extortion/coercion and calling teachers by their names or nick names, and disobedience to the orders of their teachers. As far as the causes are concerned, low income, large family size, lack of offering love to children and little value to education and frequent conflicts and divorce were factors identified on the part of the parents. Besides, community related factors included unemployment, low living standard, illegal video house, camping life, undermining unskilled labor, and the

ethnic group engaged in unskilled labor). School related factors (management problems, lack of facilities, large class size, problem of teachers personality and lack of teaching skills). Peer group related factors are: the influence of peer groups having low academic performances. Student's personal related factors (psychological health problems- self isolation, violence, hostile feelings were among the most important causes of misbehavior.

Similarly, findings of another study (Asnakew Tagele, 2005) corroborate the above facts. Diverse cause causative factors to the problem of discipline are identified. From the teachers side, lack of advice, poor follow-up and failure to take corrective measures timely and not to cooperatively work with the student and school community are among the causes. From the family side, parents' failure to properly follow up and family problems like divorce, income etc contributes to student's misbehavior. As to the school related problems, factors such as absence of good administration as well as failure to design and implement appropriate disciplinary rules and regulations were found to cause and/or aggravate misbehavior among students in secondary school. In addition, poor support to the school from the society and government were also identified as causative factors. Most importantly, government and other stakeholders couldn't ensure or provide support to the school in terms of putting in place context-specific disciplinary rules; recruit professionals/psychologists and monitor or follow-up the progress thereof.

Meanwhile, the effects of student misbehavior on student's achievement and as a risk factor to juvenile delinquency were highly appreciated. The inability to find a causal connection between many standard measures of school quality and student outcomes has perplexed education researchers and policymakers. One potential reason for this lack of

relationship is the fact that the behavior of students in the classroom may interfere with the ability of schools to map resources into improved student outcomes, a fact ignored by most analyses despite recent survey evidence documenting the devastating effects of student misconduct on learning and teacher morale.

Given the discontinuity that exists between educational expenditures and student achievement, a vast literature has emerged attempting to discover the primary influences on student learning. However, an often overlooked determinant of student outcomes by academic researchers is student misbehavior. This omission has occurred amid a backdrop of rising media attention focused on the disruptive learning environment prevalent in many public schools, as well as recent survey evidence documenting the time wasted by teachers on student discipline and the concomitant negative impact on teacher morale (Figlio 2003). Croom and Moore (2003, p. 14) state that parents recognize student misbehavior as a “serious problem” and that “stricter disciplinary measures are the essential factor in improving schools.” Similarly, Dave Arnold, Illinois Education Association member, states: “As I talk with employees of school districts throughout our nation, they tell me that the lack of student discipline is the biggest problem they face each day. Despite this ‘epidemic,’ to our knowledge, research addressing student misbehavior is limited. Lazear (2001) presents a theoretical model linking classroom disruptions to adverse student outcomes. Figlio (2003) documents that disruptive student behavior spills over to peers and adversely impacts peer student test performance. Gaviria and Raphael (2001) assess the importance of peer effects in the decision by students to consume alcohol and/or drugs, as well as drop out of school. (Daniel L. Millimet , 2008).

In general, the negative effect that misbehavior can have on the teaching and learning process, hence on achievements, are duly recognized. In support of this, a study by Achenbach (Achenbach et al., 1991) indicated that those students with high level of emotional and behavioral problems were observed to have significantly lower scores in almost all indices of academic achievement. Likewise, an assessment of Girls' Perception of Education System in Somali region uncovered the effect of misbehavior on students' performance. Accordingly, well-disciplined students are among the positive factors for the good quality of education and the delivery by teachers for achievement even in the context of poor school facility. (MoE, 2010).

Moreover, student misbehavior has also a detrimental outcome of adolescent anti-social behavior. Mismanaged student misbehaviors are most likely results in juvenile delinquency. In this regards, punitive rules and regulation by schools that include suspension, expulsion and corporal punishment were mostly unsuccessful in cultivating discipline. (Michael Shader Ibid).

2.1.4 Discipline and Approaches in the Management of Student Misbehavior

Misbehavior disrupts; it may be hurtful; it may disinherit others. When a student misbehaves, a natural reaction is to want that youngster to experience and other students to see the consequences of misbehaving. One hope is that public awareness of consequences will deter subsequent problems. As a result, the primary intervention focus in schools usually is on discipline -sometimes embedded in the broader concept of classroom management.

Nowadays, corporal punishment is rarely administered and promoted against any of the misbehavior, mainly because of its harmful physical, educational, psychological, and social effects on students. Corporal punishment contributes to the cycle of child abuse and pro-violence attitudes of youth in that children learn that violence is an acceptable way of controlling the behavior of others (NASP, 2006).

In fact, there is a shift from punitive to instructive or educative approach in the handling of student misbehavior. In this regards, expulsion or suspension from school is also used as a measure of last resort. Being able to interact positively with others is essential in social situations at school, at home and at work – throughout one’s life.

In short, discipline is important, and effective alternatives are available to help students develop self-discipline. These alternative strategies are instructional rather than punitive. School psychologists provide many direct services to improve discipline of individual children as well as services that improve classroom and school-wide discipline.

Effective discipline includes prevention and intervention programs and strategies for changing student behavior, changing school or classroom environments, and educating and supporting teachers and parents. It relies on empirical evidence rather than custom or habit. The most widely promoted alternative disciplinary measures are briefly outlined in the following subsections. Michael Shader, (2005).

2.1.3.1 Alternatives for educating and supporting students

This includes such alternatives as Help students achieve academic success through identification of academic and behavioral deficiencies and strengths and help students receive appropriate instruction; Encourage a systems approach for prevention and

intervention to encourage student success and self-esteem; Establish clear behavioral expectations and guidelines and encourage disciplinary consequences that are meaningful to students and have an instruction and reflection component; Encourage consistent, fair, and calm enforcement of rules at the individual, class, and school levels; Provide individual, family, and group counseling; and Provide social skills training, conflict resolution skills, anger management, and problem-solving training. Michael Shader, (.2005).

2.1.3.2 Alternatives for change in the school and classroom environment

These include Encourage programs that emphasize early diagnosis and intervention for school problems including problems of staff and problems of students; Encourage programs that emphasize values, school pride, and personal responsibility and that support the mental health needs of children; Monitor school and classroom environments continuously; Encourage development of fair, reasonable, and consistent rules with input from students, parents, school personnel, and community members about the nature of the rules and appropriate consequences for violations and Promote strong family–school collaboration and parent support Michael Shader, (.2005).

2.1.3.3 Alternatives for educating and supporting teachers (as preventive measures)

Preventive disciplinary measures include: Provide information on effective discipline programs and resources to parents, other mental health professionals, and school personnel; Assist with development and monitoring of behavioral intervention programs—school-wide, class-wide, or individual; and Provide in-service programs on

communication, classroom management, understanding of behavior and individual differences, and alternative ways for dealing with misbehavior; Michael Shader, (2005).

Michael Shader, (2005).

2.1.3.4 Alternatives for educating and supporting parents

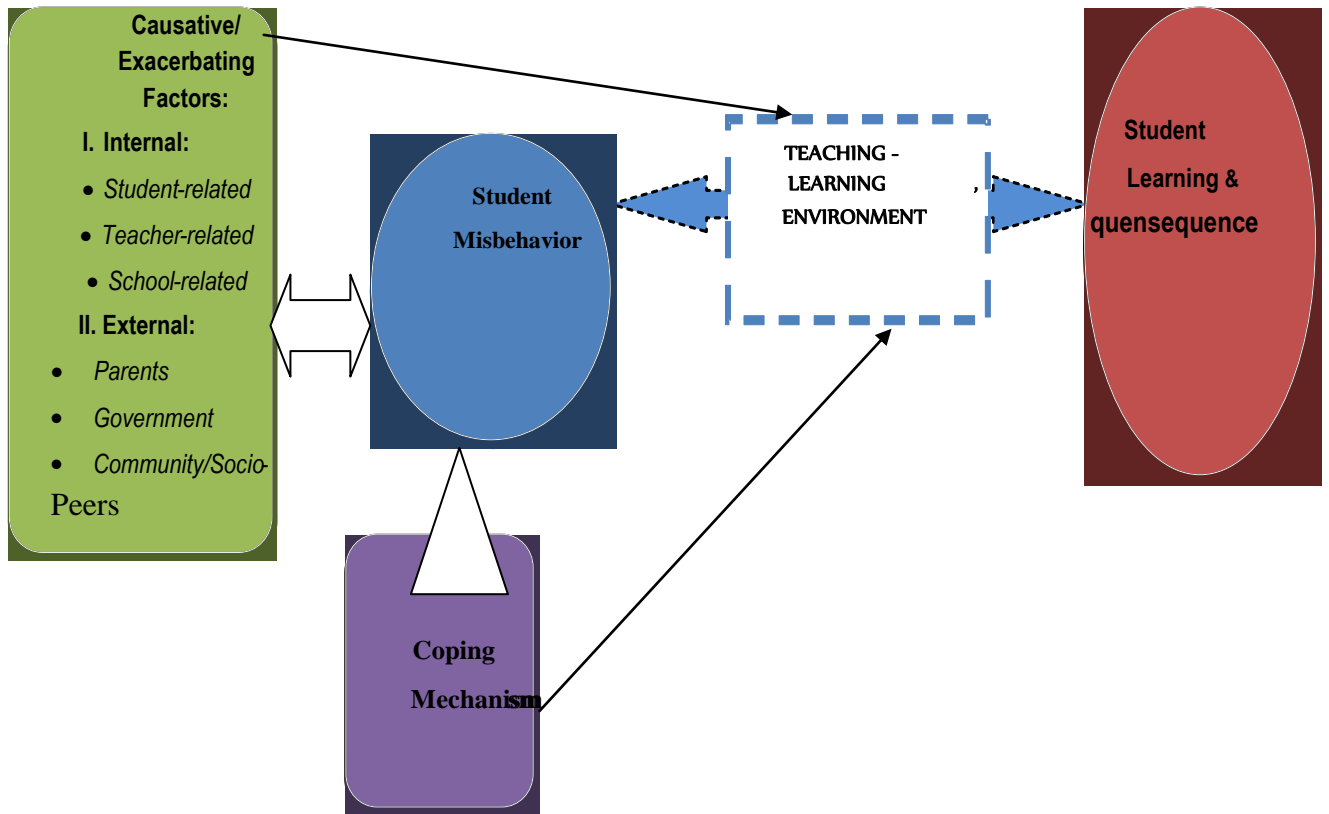
This category of alternatives encompasses: Provide parenting classes on effective discipline, particularly as it relates to such issues as homework, school grades, peers, learning programs, developmental expectations, and undesirable behavior; Provide school-based consultation to parents on effectively managing child behavior; Encourage home visitation programs for parents of babies and toddlers programs that focus on developmental expectations, resources, and discipline; When corporal punishment is allowed, inform parents about exemptions to corporal punishment. Michael Shader, (2005).

2.2 Conceptual Framework of the Study

A multitude of factors act and interact to cause and or aggravate student misbehavior or disciplinary problem in secondary school. These factors are categorized as internal and external to the student/ school community. On the one hand, internal factors such as student's personality, teachers and school--related factors are among the most important causes. On the other hand, external factors include Peers, parents, government and socio-cultural and technological factors. As depicted in fig.2 below, student misbehavior, as caused by the aforementioned factors, has to be properly managed through appropriate

coping mechanisms. Otherwise, it deters the achievement of students by way of affecting the teaching-learning and school environment; specifically by disrupting the learning teaching environment, inducing physical/psychological harms and deterring the performance of the student him/herself. Moreover, mismanaged student misbehavior is likely to result in students learning quensequence.

Figure 2 Conceptual Framework: Student Misbehavior and Coping Mechanisms



Source: Adopted based on OJJDP, 2003, Michael Shader, 2005 and NASP,2006

Thus, the study's independent variable is Student misbehavior, and Coping mechanism also affect the Teaching-learning environment where it is properly implemented it also, the intervening variable that determines the student's achievement/antisocial behavior that constitute the dependent variable.

CHAPTER 3

METHODOLOGY

3.1 Methodological Framework of the Study

The methodological framework of the study is underpinned in the comprehension of student misbehavior as a complex and dynamic problem with multiple causes. As presented in the previous section, misbehavior, by influencing the teaching-learning environment, negatively affects students' achievement and likely results in antisocial behavior.

3.2 Research Design

The study is an exploratory and descriptive type as it tries to explore the nature and types of misbehavior and at times to describe the relationships among misbehavior, response mechanism, school environment as well as student achievement and anti-social behavior as a detrimental outcome.

With regards to the research design, case study is the principal method applied. In this regards, intensive assessment of the student misbehavior and response in the Shashemene secondary school was made. With an ultimate goal of facilitating analytical generalization, the case study method or approach triangulated different techniques, presented herein below, for the collection and analysis of qualitative and quantitative data generated from primary and secondary sources. Whereas the data on misbehavior focused on the nature,

types, causes, prevalence, severity, effects and trends, the information on response mechanism focused on the availability and level of enforcement disciplinary rules and regulations at the school and higher levels viz. regional/zonal level education bureau and at the MoE level.

3.3 Source and Methods of Data Collection

The researcher triangulated different type, sources, and methods of data collection and analysis. The study highly relied on a combination of qualitative and quantitative data. The data were generated from primary and secondary sources. The primary sources included: Students, Teachers, Directors and Administrative staff, PTA, community level prominent persons as well as representatives of zonal/regional education bureaus and MoE.

Regarding secondary data, pertinent documents including official reports, national policy and strategy documents, standards/regulations/guidelines, annual reports, minutes, websites, study reports and other relevant theoretical literature and international practices were reviewed.

As far as methods of data collection are concerned, survey questionnaire was the most important instrument designed and administered, separately to sample students and teachers. Besides, key-informant interviews were applied to generate qualitative data from a total of 13 knowledgeable persons including the school administration, guards, chairperson of the PTA, students club, and community and government agencies. Moreover, two focus group discussions i.e. one with each of the representatives of students and teachers were held. This was aimed at verifying some of the desk-level findings on the nature and causes of misbehavior in the School as well as determining

level of agreements on the prevalence, trends and effects of misbehavior severity. Indeed, the participants of the FGDs and key informants were also given the opportunity to evaluate the schools' coping strategies as well as to suggest measures for future interventions. (See annex1 for details on instrumentation).

3.4 Sampling Design and procedure

The researcher has used broadly a combination of non- probabilistic and probabilistic sampling techniques. Whereas purposive sampling technique has been employed for the selection of the school and for key informants/FGD participants; the stratified sampling method has been followed in determining the size and selection procedure of respondents.

3.4.1 Selection of School

Shashemene Secondary School was purposively selected as a case to represent the present 1,571 secondary schools in the country and 528 schools of Oromiya region. It is worthwhile mentioning that certain criteria were used as a checklist in the selection process in an attempt to ensure a high degree of representativeness. In this regards, the School fulfills a reasonable proportion of the standard set by MoE for secondary schools establishment and operation. Like the situation in Oromiya, Shashemene School has also been with low level of students' performance during the past ten years. Besides, there are students both from urban and rural areas that are enrolled in the School. Moreover, the school is one of the oldest schools in the country hence, attribution of the problem of misbehavior to age or newness of the school has been controlled. Also, location of the school, hence the exposure of students to *Khat, Hashis and Shihis* use were also

considered in a bid to investigate the implication of context to misbehavior, hence if a need for tailor made coping strategies for the management of student misbehavior.

3.4.2 Selection of Key Informants

The selection of key informants and FGD participants was also made through the application of judgmental sampling techniques. Obviously, qualitative data requires the inclusion of knowledgeable persons from diverse category of the stakeholders. Accordingly, a total of 13 key informants and two FGDs (with students and teachers) were consulted in the course of gathering afresh qualitative data. (See also annex-3.1 for details on the number and composition).

3.4.3 Sample size and sampling techniques: Students and Teachers

As to the sample size determination, the total number of 4,120 students in grade 9 and 10 in Shashemene secondary school served as the sampling population. Then, by applying the formula, the sample size was determined to be 398.

Thus, the sample size of 398 is found to exceed even the upper limit of 325, Hence adequately representative. (See also annex 3.2 for details on sample size determination).

Then, the sample size has been stratified across grade and sex lines in order to draw a proportional size of respondents. Accordingly, 68% of the students in the school are in Grade 9, whereas the rest 32% are in Grade 10. In line with this, 54% and 46% of the sample were drawn from grade 9 and 10, respectively.

Table 1 Student Population and Sampling Size distribution by Grades and Sex

		Population			Sample		
Grade		M	F	Total	M	F	Total
9 th	Number	1406	1388	2794	117	98	215
	%	50%	50%	68%	54%	54%	54%
10 th	Number	689	637	1326	101	82	183
	%	52%	48%	32%	46%	46%	46%
Total	Number	2095	2025	4120	218	180	398
	%	51%	49%	100%	55%	45%	100%

Similarly, 51% of the students are males and 49% are females. The sample size respondents also consisted of 55% of males and 45% of females. These, the sample respondents reasonably reflect the grades and gender of the student population.

With regards to the selection of teachers, the questionnaire has been administered to most or 74 (90%) of the total 82 teachers in Shashemene secondary school. Such high level of sample size was allowed to avoid the possible effects of heterogeneity in the academic rank, level of qualification and years of experience of the teachers.

3.4.4 Sampling Procedure

After determining the size and proportion, simple random sampling tool has been applied. In this regards, the proportion allotted to grade 9 and 10 were first divided to the respective number of rooms i.e. 32 and 28, respectively. Then, from the attendance sheets

every n^{th} value has been selected. Same procedure has been applied in terms of the gender dimension. Similarly, staff profile of the Shashemene School has been used in drawing the sample teacher respondents. Furthermore, the number of teachers were proportionally selected from grade 9 and grade 10 levels.

3.5 Data Gathering Instrument and Procedure of data collection

Generally, four types of data gathering instrument were employed. They are structured questionnaire, Interview guide, focus Group discussion guideline as well as Checklists for Document review. The study instruments were first presented for comments by the thesis advisor and pilot-tested to check for validity and reliability. Incorporating the comments and feedback obtained, the instruments were translated in to Amharic language in order to avoid communication barrier. The data collection took a total of three weeks starting from 10th of January, 2012. Concerning the questionnaires, the researcher provided a brief introduction on the purpose of the study thereby ensure the consent of the participants who were self-administering the questionnaires. Also, ahead of time for the facilitation of the FGDs, the researcher identified key issues on misbehavior.

3.6 Validation and Analysis

Finally, different and appropriate techniques of analysis were applied for the qualitative and quantitative data analysis. The quantitative data analysis involved the following steps. First, a total of 380 (96%) of the student questionnaires and 74 (100%) of the teacher-questionnaires were collected. The filled in questionnaires were then debugged and checked for validity. Accordingly, 380 or 95% of the questionnaires filled-in by the

students and 74 or all of the questionnaires by teachers were found to be properly filled in, hence qualified for analysis. Then, the filled-in questionnaires were cleaned, coded, and entered into separately designed statistical application software called the SPSS. Then, descriptive statistics; mainly, cross-tabulations, frequency, averages, and percentages were used in the presentation, analysis and interpretation of the findings.

Regarding the qualitative data, the interview reports were first organized and major issues were first identified and then categorized under selected issues. Then, areas of agreements and disagreements were identified and analyzed to support and/or otherwise the data obtained from other sources.

The analysis, in short, involved the following steps:

- o Ordering the information in relation to the objectives of the study
- o Categorizing or labeling answers that have similar characteristics or patterns.
- o Displaying the summarized information in matrices and diagrams or tables to look at possible relations as well as deviations from standards.

Moreover, matrixes were employed to summarize the open-ended responses, mainly in relation to the top ranked types of misbehavior, effects as well as on the strengths and limitations of coping strategies.

Furthermore, findings of the secondary data analysis were used to complement and at times supplement the results of the primary data analysis. Finally, the study results were compared against findings of other studies.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Description of the Study Area/School and Respondents

4.1.1 Description of the Study Area and Shashemene Secondary School

4.1.1.1 The study area-Shashemene Town

Shashemene is one of the urban centers of Oromiya that are categorized under First-Class cities. The city lies on the Trans-African Highway 4 Cairo-Cape Town, about 150 miles (240 km) from Addis Ababa. Based on the 2007 Population Census, the population size of Shashemene was 102,062 of which 51,477(50.4%) are males and 50,585 (49.6%) are females. The present population size is estimated to exceed 150,000.

In terms of ethnicity, the majority of the inhabitants are Oromos. Amhara, Guraghe, Wolaita, Tigre, Kembata and Hadiya, Jamaikans and Arabs are also among the ethnic groups in an order of dominance in number. Regarding Religion, Orthodox, Muslim, Catholic, Protestant and Rastafarian are the major religions in Shashmene. Shashemene is situated at the cross-road that connects five major towns/regions of the country; namely, the road from Addis Ababa, Bale, Hawassa, Wolaita and Wondo genet. Indeed, the city is growingly becoming a center of commerce and tourism.

There are a total of 94 public and private educational institutions at Kindergarten, Primary, Secondary and Tertiary levels in Shashemene. A new secondary school has also

been established and started operation this year 2010/11 increasing the number of secondary schools to two.

4.1.1.2 Shashmene Secondary School

History: The history of Shashemene Secondary School dates back to sixty years ago. It was founded in the year 1949 by Fitawrari Tamirat W/Semayat as Atse Naod Elementary Schools. Then in the year 1970, the school expanded to the level of Junior Secondary School (1-8). In fact, until this time, it has been the only secondary school in Shashemene.

Student Population: At present the student population of Shashemene Secondary school totaled 4,120. Review of the trends in the student population during the past five years showed that the School has enrolled, on average, 3,860 students/year. As presented in table 2, the enrolment rate has been growing at an average of 8.5% annually, which exceeds the country and regional growth rates of 5.6% and 5.8%, respectively. (See also annex 2.3 for details).

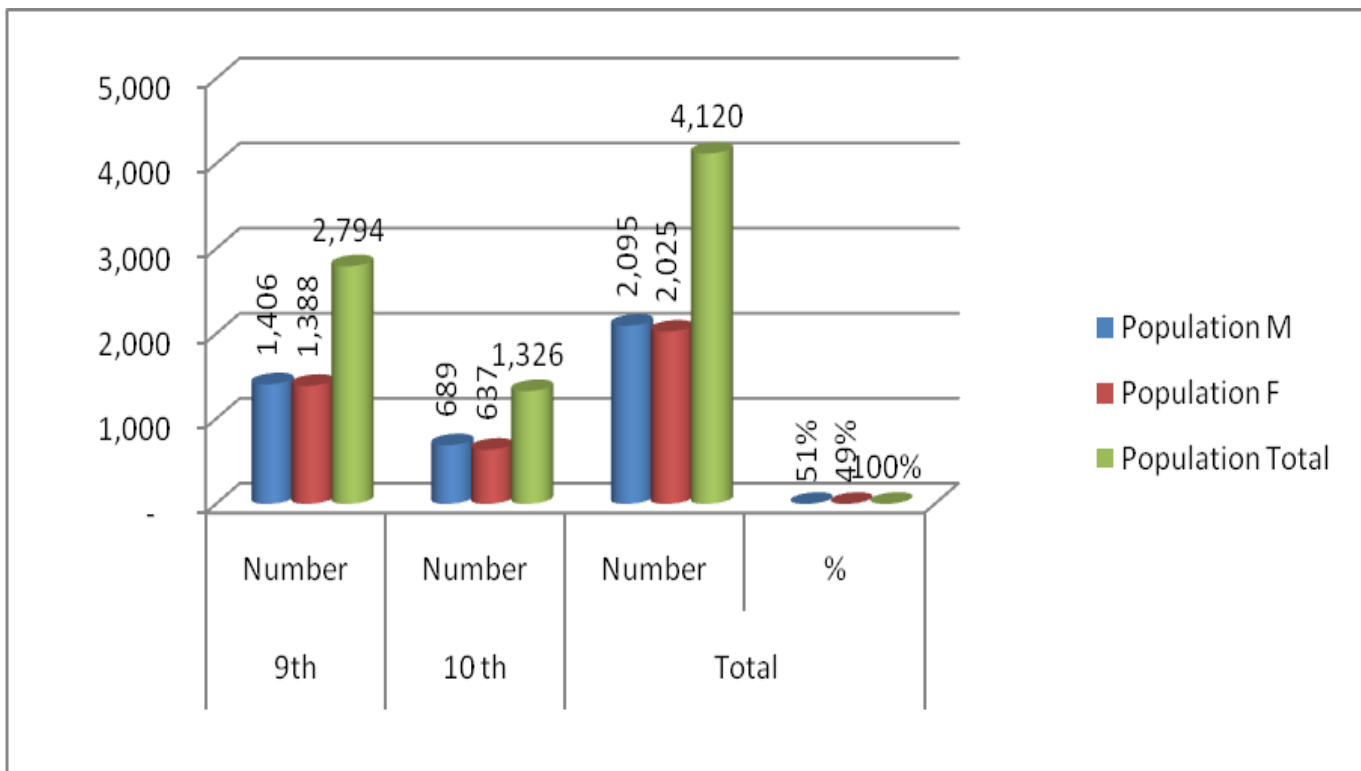
Table 2 Trends in the Student Population of Shashemene School (2006/7 to 2010/11)

Year	Number of Students
2006/07	2,890
2007/08	3,874
2008/09	4,616
2009/10	3,801
2010/11	4,120
Average	3,860
Annual Average Growth rate	8.50%

Source: Own computation based on Oromiya Bureau Annual Report and MoE Report (2010/11)

The number and sex composition of the students by grade showed that out of the present total 4,120 students, 2,794 (68%) are in 9th grade, whereas 1,326 (32%) are 10th grade students. Also, out of the total students 2,095 (51%) are males and the rest 2,025 (49%) are females. (See below).

Figure 3 The number and sex composition of the students by grade (first cycle only)



Source: Own computation based on Oromiya Bureau Annual Report and MoE Report (2010/11)

Staff Members: Shashemene high school has a total of 89 staff members. Out of this, the majority or 82(92%) are academic staff, yet the rest seven (8%) are administrative staff. In terms of qualification of the academic staff, 76 (92%) are BA degree holders,1

MA degree and 5 (6%) are diploma holders and one MA degree-holder, who is the school principal.

Shashemene School vis-à-vis the Standard Set by the MoE: Shashemene Secondary school constitutes the country's total of 1,571 secondary schools in the country and 528 schools of Oromiya region in the year 2010/11. The school's level of fulfillment of the standards set by the MoE has been reviewed and presented in table-3 below:

Strict application of the standards uncovered that Shashemene Secondary school is short of the standards set by the MoE. In relative terms, however, the school is better-off and witnessing progresses towards the fulfillment of the minimum criteria.

Performance of Students: assessment of the percentage of students with a passing score in 10th grade exams during uncovered the poor performance, even by country and regional standards. As presented in table-, the percentage of students who earned passing scores of greater than 2 in the national examination for grade 10 averaged only 29.4% for the past four years. This is far below the national average of 59.1%, but slightly above the average for Oromiya (25.5%) during the period.

Table 3 Trends in the Percentage Students with Passing Grades in 10th Grade Exam (2006/7 to 2010/11)

Year	<i>Students who passed 10th grade exam</i>
2006/07	30.1%
2007/08	28.9%
2008/09	23.5%
2009/10	35.4%
<i>Average (School)</i>	<i>29.4%</i>
<i>Average (Oromiya)</i>	<i>25.5%</i>
<i>Average (Country)</i>	<i>51.9%</i>

Source: Own computation based on Oromiya Bureau Annual Report and MoE Report (2010/11)

4.1.2 Description of Sample Respondents: Students and Teachers

4.1.2.1 The Sample Students

Sex and Age of the Student:—The sex and age composition of the respondents is presented in table-4. Accordingly, of the total 360 respondents, 217 (60%) are males and the rest 143 (40%) are females.

Table 4 Age and sex composition of the sample students (N=360 valid responses)

			Sex of the student		
			Male	Female	Total
Age Category	14 &15 yrs	Count	46	45	91
		% within age	50.5%	49.5%	100.0%
		% within sex	21.2%	31.5%	25.3%
	16 &17 yrs	Count	129	86	215
		% within age	60.0%	40.0%	100.0%
		% within sex	59.4%	60.1%	59.7%
	18 & 19 yrs	Count	33	11	44
		% within age	75.0%	25.0%	100.0%
		% within sex	15.2%	7.7%	12.2%
	20 & over	Count	9	1	10
		% within age	90.0%	10.0%	100.0%
		% within sex	4.1%	0.7%	2.8%
Total	Count	217	143	360	
	% within age	60.3%	39.7%	100.0%	
	% within sex	100.0%	100.0%	100.0%	

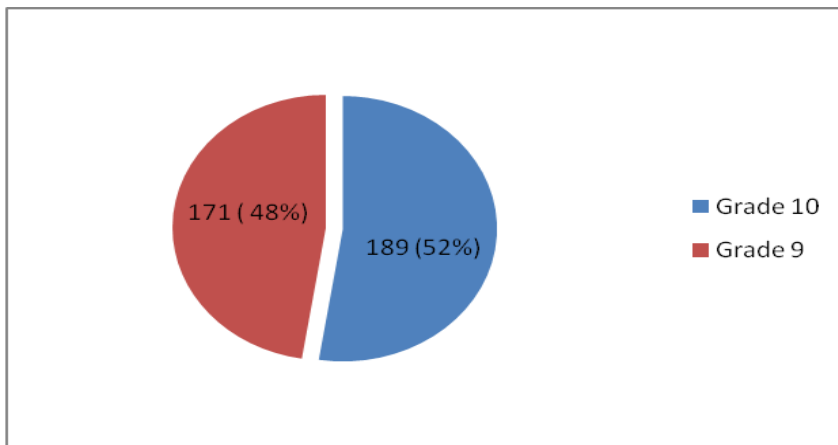
The age category of the respondents showed that 215 (59.7%) are 16 to 17 years of age.

Whereas 91 (25.3%) are between 14 to 15 years of age, 44 (12.2%) are between 18 to 19

years. The rest (2.8%) of the respondents are 20 years and over. Descriptive statistics further showed that 16 is both the modal and median age for the sample respondents.

Students by Grade: As depicted in fig.4 below, 189 (52%) of the respondents were from Grade 10, yet the remaining 171 (48%) were from Grade-9.

Figure 4 Students by Grade



Respondents' Family Income: As presented in table-5 below, most or 71.7% of the students described their family income as medium level. Whereas the family income of 23.9% of the respondents was low, the rest 4.4% stated as high.

Table 5 Family income of the student

Family Income	Frequency	Percent
High	16	4.4
Medium	258	71.7
Low	86	23.9
Total	360	100.0

Place of Residence: The main place of residence of the students/their families has been assessed. As can be seen in table-6, most (66.1%) are from the Shashemene town. Out of the remaining, 25% are from the surrounding areas, yet the rest 8.9% are from rural areas.

Table 6 Students by Place of Residence

Place of residence	Frequency	Percent
Urban	238	66.1
Sub urban	90	25.0
Rural	32	8.9
Total	360	100.0

4.1.2.2 The Sample Teachers

Educational status and Sex: Educational status of the respondents showed that most (95.9%) are BA degree holders. Whereas 2.7% assumed college level diploma, only one of the respondents have a masters degree. As to the sex composition, 83.8% are males and 16.2% are female teachers. The educational status and sex of the sample teachers is presented in table-7 below:

Table 7 Educational Status and Sex of Sample Teachers

Educational status	Frequency	%	Sex	Frequency	%
Diploma	2	2.7	Male	62	83.8
BA degree	71	95.9	Female	12	16.2
MA degree	1	1.4	Total	74	100.0
Total	74	100.0			

Teachers title/position at the school: In terms of title/experience, 93.2% of the respondents have been serving as teachers. While 5.4% are department heads, one (1.4%) assumed the position of director. This is depicted in table-8.

Table 8 Respondents' title/position at the school

Title/position	Frequency	Percent
Teacher	69	93.2
Director	1	1.4
Department head	4	5.4
Total	74	100.0

4.2 Major Findings on Student Misbehavior and coping mechanisms

4.2.1 Nature and Prevalence of Misbehavior

The respondents were asked if they have experienced any type of student misbehavior during the present academic year. Accordingly, 93% of the students and teachers (combined) responded as yes, whereas only 7% of them haven't experienced it. As presented in table-9 below, there is slight difference in the responses of the students and teachers.

Table 9 Experiencing misbehavior in the school

Responses	Students		Teachers		Composite	
Yes	278	92%	68	94%	173	93%
No	24	8%	4	6%	14	7%
Total	302	100%	72	100%	187	100%

The respondents were also asked to identify the type and frequency of student misbehavior observed. The results are presented in table-10. Accordingly, around 21 different types of misbehavior were identified both by the surveyed students and teachers. The top five frequently observed misbehavior included:

- Tardiness & Inattentiveness during class
- Absenteeism (truancy)
- Being dishonest /cheating teachers, students or others staffs
- Failing to do class works and assignments on time and Talking without permission.

Table 10 Frequently Observed Student Misbehavior

Misbehavior type	Frequency of Misbehavior						
	Seriously observed		Sometimes observed		Not observed		Weighed mean (%)
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	
Tardiness and Absenteeism	131	63%	70	30%	16	7%	43%
Being dishonest /cheating teachers, students and Failing to do class works assignments	114	55%	84	31%	19	13%	40%
Inattentiveness during class /Talking without permission	63	45%	129	48%	24	7%	40%
Inciting mob action ,Moving/ leaving the school without permission and Failing to bring mterials to class	140	57%	34	12%	39	31%	38%
Failing to follow instructions	54	36%	112	49%	49	14%	37%
Using profanity/abusive language.	60	38%	102	38%	54	24%	36%
Displaying clownish and foolish behavior.	68	46%	34	23%	44	19%	34%
Openly refusing to comply with instructions	52	43%	68	21%	96	36%	34%

Both respondents were also asked to enumerate the top five commonly observed types of misbehavior. The rankings by the students and teachers are summarized in table 11. The

results uncovered that most of the misbehavior that with weighted average of 38% and above in the table-10 before were found to appear in the rankings by either the students or teachers. Accordingly, truancy, tardiness and trespassing were ranked first and second by students and teachers, respectively. Similarly, those misbehavior types that are disruptive of the classroom activities including talking without permission and use of cell phones are the second most important for the students, yet these are ranked as the third by the teachers. Besides, fighting, extortion/ coercion, and mob action were ranked fourth by students and fifth by the teachers. However, there is a significant difference in terms of ranking of cheating on exams, copying assignment, and least efforts by students. While this is the top-ranked misbehavior for the teachers, it is found to be the fifth important for the students.

Table 11 Commonly observed misbehavior as ranked by the students and teachers

Ranked as	By Students	By Teachers
First	Truancy, Tardiness, Trespassing	Cheating on exams, copying assignment, and least efforts
Second	Disturbing in the classroom like talking without permission, use cell phone etc.	Truancy, Tardiness, Trespassing
Third	Non-compliance to teacher's instructions	Disturbing in the classroom like talking without permission, use cell phone etc.
Fourth	Fighting, Extortion/ Coercion, Mob action	Failing to do class works and assignments on time
Fifth	Cheating on exams, copying assignment, and least efforts	Fighting, Extortion/ Coercion, Mob action

The findings revealed that most of the frequently observed misbehavior are those that disrupt the learning teaching process, hence impediment to students performance. However, those misbehavior that are life-threatening as well as damaging the school property were found to be less-prevalent.

Meanwhile, the analysis of the qualitative data obtained key informants including the school director, PTC and Police also corroborate the above findings. For the key informants, non-compliance to the school instructions is a widely held phenomenon in Shashemene secondary school. The Director and PTC emphasized those misbehavior impacting the learning-teaching behavior. Specifically, absenteeism and tardiness are practiced by at least two-third of the students. Also, copying assignments and cheating on tests, trespassing, cell-phone use, and theft are among the widely exhibited misconducts. In addition, the Police officer also raised substance abuse as misbehavior. In connection to this, he stated that two students are currently imprisoned in Shashemene Police being caught in use of *Hashis* outside the school. Furthermore, FGD participants also reached consensus on the prevalence of student misbehavior. During the discussions, the Teachers' group stated that student misbehavior is observed daily and in every classroom by ever increasing proportion of the students; although lack of records has obscured the reality. Interestingly, during the focused discussions, the students admitted that cheating during examinations and homework is commonly observed by most students. This is as opposed to the survey result presented before with the students rated as the fifth important.

The students, sample respondents, were further asked if they have ever committed at least one of the misbehavior they specified. The findings, as presented in table 12, revealed that

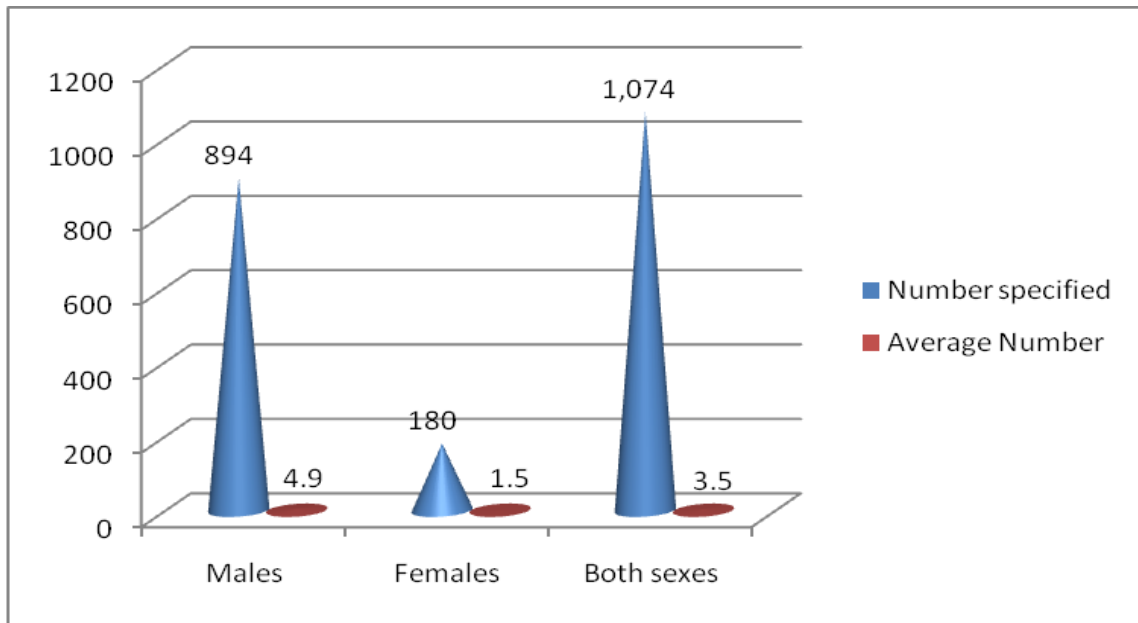
74% have admittedly exhibited misbehavior of one or another type. There is also variability in the responses when disaggregated by sex. In this regards, 85% of male and 57% of female students have misbehaved at least once in a year.

Table 12 Students who exhibited at least one Misbehavior in School/Year

Have you ever misbehaved in the school?	Males		Females		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	156	85%	70	58%	226	74%
No	28	15%	51	42%	79	26%
Total	184	100%	121	100%	305	100%

Those students who personally exhibited misbehavior were then asked to specify the misbehavior. Descriptive statistics on the number of misbehavior, fig 5, showed that on average a student in Shashemene commits nearly four (3.5) misbehavior types. In support of the above, gender-differential non-compliance has been observed. Whereas the mean number of misbehavior is nearly five for males, it averaged two for females.

Figure 5 Mean Number of Student Misbehavior Exhibited by a Student/Year



The responses were further disaggregated by other variables such as age, family income, grade and place of residence of the students. The findings are summarized in table 13 below.

Table 13 Student Misbehavior vis-à-vis Age, Family income, Grade, and Residence

Variable	Results on Misbehavior
Age	Negatively associated as age increases, the number of misbehavior by students decreases. Especially for over-18 students, the mean number is as low as the average for female. This implies the level of maturity of students has an implication on misbehavior
Family Income	As level of family income increases, number of misbehavior slightly decreases. Misbehavior exhibited among lesser proportion of students from high income families as compared to those from low income
Grade level	Higher prevalence rate of misbehavior observed among students of 10 th than 9 th grade. This implies, students' prolonged stay in the school as well as repeated exposure to misbehavior further induces other misbehavior, especially if the response mechanism is poor.
Place of residence	There is no significant difference in misbehavior viewed against the place of residence of students. However, there is disparity in the type of misbehavior. In this regards, those students from rural or suburb of Shashemene largely involve in mob-actions and to a lesser extent in disrupting classroom activities.

4.2.2 Severity and Trends

The level of stressfulness of student misbehavior was also assessed along with the trends across time. The findings as presented and discussed below uncovered that the problem of Students Misbehavior is not only very serious but also worsening across time.

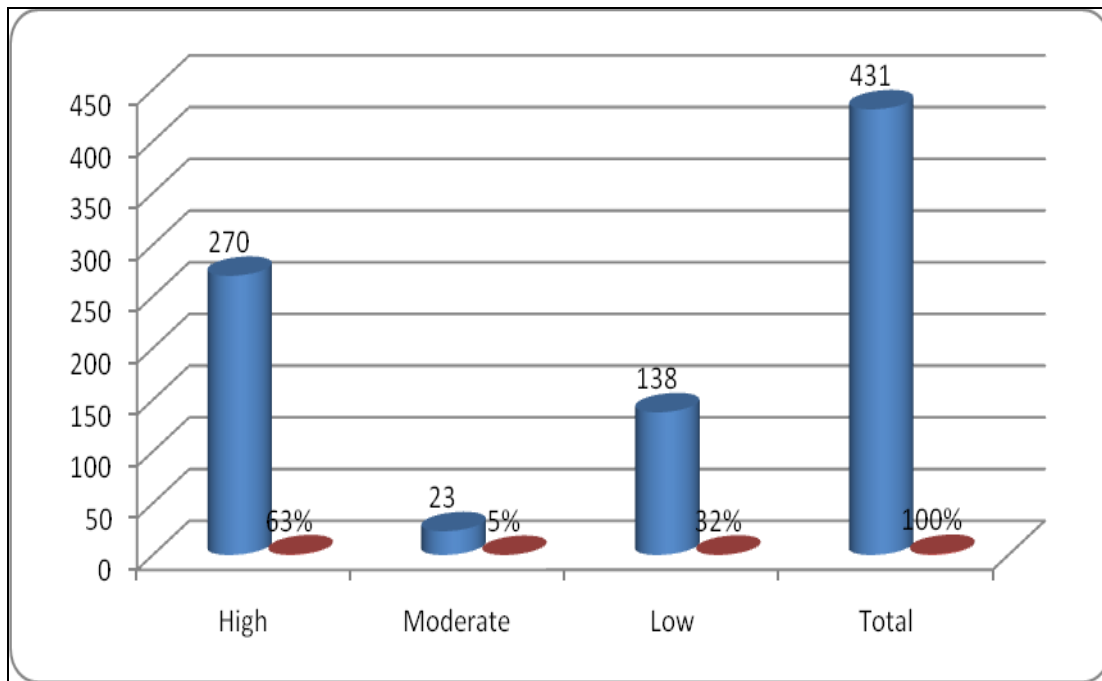
To start with the trends, both the students and teachers were asked to comment on the persistence of student misbehavior across time. Accordingly, 87% of the respondents stated that the problem of misbehavior has been worsening ever since their first experience in the school. As presented in table 14 below, there is little difference in the responses by students and teachers, which is 87% and 85%, respectively. Out of the remaining, 7% stated that there has been declining trend in the prevalence of misbehavior. Whereas the level of prevalence has been constant for 4%, the rest 2% had no idea about the persistence of student misbehavior in Shashmene secondary school.

Table 14 Persistence of Student Misbehavior in Shashmene Sec. School

Trends in Misbehavior	Students		Teachers		Composite	
	Count	Percentage	Count	Percentage	Count	Percentage
Increasing	301	87%	61	85%	362	87%
Decreasing	24	7%	5	7%	29	7%
Remained same	15	4%	3	4%	18	4%
I don't know	5	1%	3	4%	8	2%
Total	345	100%	72	100%	417	100%

As far is concerned the severity, aggregate responses by the students and teachers revealed that 63% of the respondents described the problem as highly stressful. Whereas 32% stated that it is less stressful, the rest 5% felt that it is a moderately serious problem to the school. This is depicted in fig 6. (See also Annexed 4 for details on results disaggregated for Students and Teachers).

Figure 6 Aggregate Ratings on the Stressfulness of student misbehavior in your school (valid N=431 i.e. 73 Teachers plus 358 Students)



The qualitative data analysis is also in support of the above findings. The key informants and participants of the participants of the FGDs unanimously agreed about the severity of the problem. Accordingly, disciplinary problems are the salient feature of the learning-teaching process that are growingly becoming a hindrance to students' achievements. With regards to the trends, however, there are mixed responses. For the management of the school, the trends vary by the misbehavior types. To this end, declining trends have been observed in the prevalence of drug use, group-based violence among students and fighting with teachers. Yet, truancy, tardiness, trespassing, and cheating during exams

were on the increasing trend. For the teachers, students and police the problem of misbehavior, irrespective of the types, has been persistent in the school appreciating the ever increasing student population and very weak response mechanism of the school.

4.2.3 Causes and Effects of Misbehavior

4.2.3.1 Causative Factors

The survey respondents were asked to identify the root causes of student misbehavior. According to the responses, the causes are related to parents, students and school/teachers, in their order of importance. As can be seen from table-15, lack of parental support is the leading cause to student misbehavior. Top among the most important causes also include student related causes such as lack of interest and negative attitude as well as their inabilities to perform well/satisfactorily. Then follow, school and teacher related factors including the imbalance between the number of students and the school capacity, teacher's failure to integrate methods and contents with abilities and needs of learners, and lack of administrative support/lack of follow-up towards ensuring student disciplining.

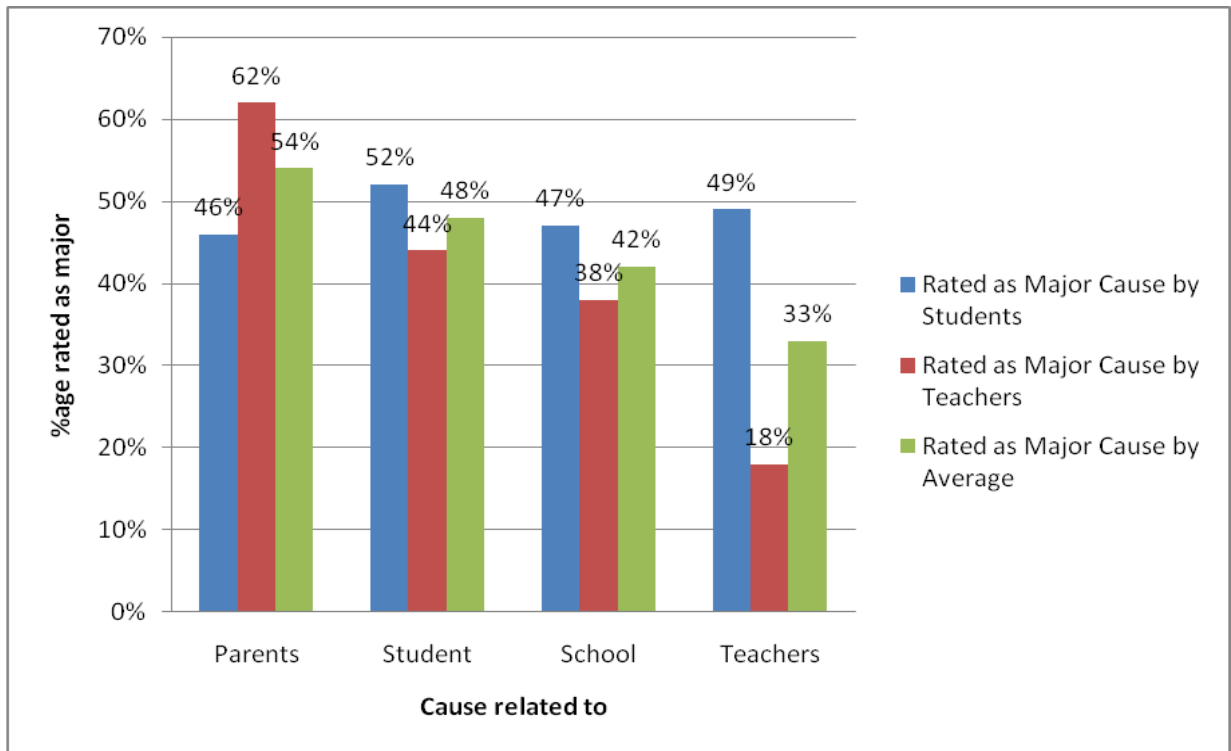
Table 15 Causes of Student Misbehavior in Shashemene Sec. School

Causes	Level of importance of Causes						
	Major cause		Minor cause		Never a cause		Weighted mean (%)
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	
Lack of parental support	104	54%	79	37%	30	9%	41%
Lack of student interest and negative attitude in a subject matter	113	53%	75	38%	27	9%	41%
Inability of student to perform well/satisfactorily	99	52%	79	36%	37	12%	40%
Increment of student number in each class	94	49%	71	39%	42	12%	39%
Lack of awareness on student rights and students responsibilities	133	46%	54	35%	26	19%	38%
Failure to integrate methods and contents with abilities and needs of learners	108	44%	70	40%	34	16%	38%
Student disrespect for Teacher, Authority/Rules	91	43%	86	42%	36	15%	38%

Causes	Level of importance of Causes						
	Major cause		Minor cause		Never a cause		Weighted mean (%)
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	
Lack of administrative support/lack of follow up	95	35%	89	51%	28	15%	37%
Inability of teachers to effectively communicate with some students	116	35%	72	50%	25	14%	37%
Teachers inability to maintain discipline	90	30%	83	49%	39	21%	35%
Failure of teachers to adhere to existing disciplines, policies and orders	80	30%	84	48%	46	22%	35%
Inability to prepare and implement effective lesson planning	87	29%	81	45%	44	27%	34%

The students and teachers also ranked the causative factors of student misbehavior as presented in fig. 7. Accordingly, poor parental support and follow-up was ranked as the first or major causative factor for student misbehavior. (See also annex 4 for details).

Figure 7 Causative factors as ranked by the students and teachers (only major causes)



Then follows student related causes as prioritized by the 52% if the students and 44% of teachers. Among the most important student-related factors included:

- *Lack of student interest and negative attitude in a subject matter,*
- *Inability of student to perform well/satisfactorily,*
- *Students' lack of awareness on rights and responsibilities, and*
- *Student disrespect for Teacher, Authority/Rules*

With regards to the school-related causes, larger class-room size and lack of administrative support to the students along with the poor follow up system were emphasized by both the students and teachers.

Finally, the following teacher-related causes of student misbehavior were identified.

- *Teachers' failure to integrate methods and contents with abilities and needs of learners*
- *Teachers inability to maintain discipline*
- *Failure of teachers to adhere to existing disciplines, policies and orders*
- *Inability to prepare and implement effective lesson planning.*

It is important to note that the teacher-related factors are relatively less important to the teachers, yet these are important to the students. Likewise, the student related factors are emphasized by the teachers as opposed to the students themselves. The implication of such an attribution is clear. Externalization of causative factors is commonly observed.

In support of the survey results, findings from the qualitative data analysis also uncovered additional causative factors. Most importantly, immaturity of the students, peer-pressure and school's capacity to accommodate the ever increasing student population were identified as the causing misbehavior. Also, the school's failure to design and enforce tailor made disciplinary rules and regulations is of paramount importance. In addition, the fact that little value attached to education as a rewarding business is also causing and/or aggravating the problem. Furthermore, limited parents' engagement with the school and teachers in the management of misbehavior was also emphasized. Last but not least, increased availability of traders near the school compound including Tella, Khat and Shisha houses as well as Hashis were reported to induce misbehavior in Shashemene secondary school.

4.2.3.2 Effects of Misbehavior

In the end, both respondents were asked to pinpoint the concomitants and consequences of student misbehavior. To start with, 91% of the students and teachers combined were found to feel that misbehavior is a serious hindrance to the teaching learning process of the school. This is presented in table 16 below. Accordingly, 92% of the students and 89% of the teachers appreciated the negative effect of misbehavior on the learning teaching environment. The rest, i.e. 8% and 11% of the students and the teachers, respectively didn't consider misbehavior as a hindrance.

Table 16 Misbehavior as a hindrance to the teaching learning process

		Students		Teachers		Composite	
Do you feel that misbehavior is a hindrance to the teaching learning process?	Yes	306	92%	65	89%	371	91%
	No	28	8%	8	11%	36	9%
	Total	334	100%	73	100%	407	100%

Furthermore, all the respondents were asked to enumerate the specific effects of misbehavior. Presented in table-17, 80% of the multiple responses (1,287) by the students and teachers showed that disrupting the teaching learning process, hence affecting the performance of other students is the main effect of misbehavior. This is followed by the effect of misbehavior on the personality and performance of the student that exhibit misbehavior.

Table 17 Effects of Student Misbehavior (N=1,287 multiple responses)

Effects of Student Misbehavior	Students		Teachers		Composite	
	Count	Percentage	Count	Percentage	Count	Percentage
Disrupting the teaching learning process	876	82%	153	72%	1029	80%
Personality/Performance of the student involved	126	12%	18	8%	144	11%
Physical and Psychological harm on other students	60	6%	33	15%	93	7%
Damaging property of the school	12	1%	9	4%	21	2%
Total	1074	100%	213	100%	1287	100%

Whereas physical and psychological harm to other students is the third important effect, damages on the school property has been identified as the least important effect.

The FGD participants and key informants, internal to the school, also emphasized the negative effects of misbehavior on the learning teaching environment; hence its consequences in impeding student’s achievements. On the other hand, for those key informants outside the school; especially the police and community representative also gave attention to anti-social behaviors that are deep-rooted earlier misbehavior. Correlating discipline with achievements, students who are disciplined in school are rarely observed to violate the norms and values of the communities. On the contrary, those students who frequently misbehave not only fail to achieve academically, but also likely become delinquents who further develop deviant behavior.

4.3 Response/Coping Mechanisms against Student Misbehavior

The study further assessed the existing response mechanism in the school focusing on the availability, relevance, level of enforcement as well as effectiveness in terms of properly handling the student misbehavior.

4.3.1 Availability of Disciplinary Rule and Regulation

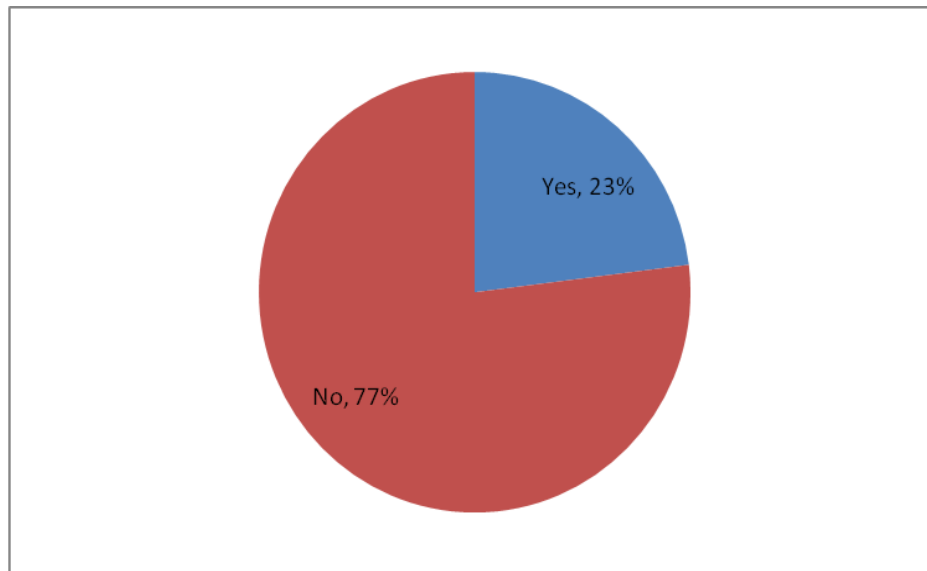
Teachers were asked if they are aware of the school's disciplinary rule and regulation to redress the problem of student misbehavior. Whereas 69% are aware of the rules and regulations, the rest 31% didn't know that the school has put this in place (Table-18) .

Table 18 Teachers' Awareness of the school's disciplinary rule and regulation

	Frequency	Percent
Yes	51	69%
No	23	31%
Total	74	100%

However, the most (77%) of the teacher didn't believe that the school has put in place the relevant or appropriate disciplinary rule and regulation (fig 8).

Figure 8 Do you believe that the school's discipline rule and regulation are relevant?



Furthermore, the teachers were asked if they have ever conducted action research and act accordingly to manage misbehavior. The responses, however, indicated that none of the sample respondents have ever conducted research.

Interview with the school director and PTC chairperson also revealed that the school has been applying the MoE guideline as it is. In this regards, the country's regulatory framework for Misbehavior in Secondary School has been reviewed. The findings showed that, appreciating the importance of discipline to the achievement the education goal, the Ministry of Education (MOE) developed a guideline that clearly stipulates the rights and responsibilities of students along with disciplinary actions against non-compliance.

The Guideline for Administration of Secondary Education: Structure, Community Participation and Finance, developed by the MoE in the year 2001, has been meant to serve as a framework for the management of misbehavior. As can be seen from the guideline,

schools are have the mandate to customize this and produce a context-specific disciplinary rules and regulation.

According to the MoE guideline, the School, under the leadership of its principal, shall be responsible to ensure that the learning-teaching process is geared towards the mental, physical and emotional development of students thereby produce innovative, problem-solving and predicative citizens. The guideline further stipulates the right and duties of students as well as provides a framework to be followed by the schools in the formulation and enforcement of disciplinary rules and regulations in the management of misbehavior.

4.3.2 Enforcement of Disciplinary Measures and Effectiveness

Low level of enforcement of the disciplinary rules and regulations has been also observed. In connection to this, 43% of the teachers expressed their dissatisfaction on the level of enforcement of the disciplinary rules and regulations. This is presented in table-19.

Table 19 Are you satisfied with the proper enforcement of the disciplinary rules/regulation?

	Frequency	Percent
Yes	42	57%
No	32	43%
Total	74	100%

In support of this, the key informants including the Director administer that there is very poor enforcement of the disciplinary rules and regulations. Substantiating this, over two-

third of the students would have been either be dismissed or suspended if the disciplinary measures were strictly applied.

The respondents, both students and teachers, were also asked to tell about the disciplinary measures taken. Aggregate responses, as summarized in table 20, revealed that warning is the most often measure taken against non-compliance. Peer-pressure against the misbehaving students followed by short term suspension and improving staff-student relationships were among the commonly taken measures. On the contrary, meaningful engagement of stakeholders, assignment of professional for counseling, strong collaboration with parents and corporal punishment were seldom implemented as penalty against student misbehavior.

Table 20 Corrective Measures Commonly Taken by the School

Measures	Measures taken						
	Always used		Sometimes used		Never Used		Weighed mean (%)
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	
Warning	96	35%	94	58%	23	8%	38%
Allowing peers to work/resolve problems	53	24%	85	44%	72	31%	32%
In or Out of school suspension	42	18%	96	53%	72	29%	32%
Improving staff, student and PTS	31	20%	81	46%	98	34%	31%
Praising/awarding good behavior	49	20%	68	43%	93	37%	31%
Dev. and employing strong rules	45	16%	95	51%	71	33%	30%
Corporal punishment	46	14%	87	43%	79	43%	29%
Asking professional for help	25	11%	72	37%	114	52%	27%
Teaching parents to recognize pbm. and correct discipline at home	22	10%	82	42%	106	48%	27%
Discussing with different stakeholders to solve the problem	24	8%	75	41%	109	49%	26%

Finally, the teachers were also asked to comment on the level of effectiveness of the measures applied. As depicted in table-21, the following measures worked well so far:

- Improving staff, student and PTC relationship and work together
- Praising or awarding students for good behavior

- Asking professional for help
- Developing and employing strong school/classroom rules
- Allowing peers to work/resolve problems
- Teaching parents to recognize and correct discipline problem at home

Table 21 Teachers' Evaluation of Corrective Measures Applied

Measures Applied	Evaluation of Measures							
	Effective		Somewhat effective		Not effective		Weighted Mean	
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
Improving staff, student and PTC relationship and work together	44	66%	17	25%	6	9%	29	43%
Awarding stu. for good behavior	38	64%	15	25%	6	10%	25	42%
Asking professional for help	35	61%	15	26%	7	12%	24	41%
Dev./employing strong rules	32	47%	34	50%	2	3%	28	41%
Allowing peers to /resolve prob.	35	51%	26	38%	7	10%	27	40%
Teaching parents to recognize and correct any problem at home	32	50%	24	38%	8	13%	25	40%
In or Out of school suspension	20	31%	35	54%	10	15%	23	36%
Changing classroom/school	10	16%	36	57%	17	27%	20	32%
Warning	6	9%	49	71%	14	20%	22	32%
Corporal punishment	2	4%	18	32%	36	64%	13	23%

It was interesting to learn that warning has proved to be the least effective though it has been stated as the most frequently taken measure. Others like corporal punishment, changing student's classroom and suspension were also mentioned as the least effective measures in correcting misbehavior.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This part presents summary of the key findings, conclusion and recommendations based on the analysis of data as well as in light of the objectives and scope of the study.

5.1 Summary of Key Findings

The study aimed at assessing the nature, prevalence, trends, severity, causes and effects of student misbehavior along with the response mechanisms in Shashemene secondary schools. Primary and secondary data were collected and analyzed. Quantitative data obtained from the survey of sample students (360) and teachers (74) as well as qualitative information obtained from a total of 13 key informants and two FGDs constituted the primary sources of data. Complementary and/or supplementary data also obtained from the review of literature and pertinent documents.

From the desk review of literature, there are ample theoretical and empirical evidences revealed that student misbehavior is characterized by complexity and dynamism; referring to the behavior of a student that disrupt the teaching- learning activity creating physical and psychological discomfort, doing harm to properties at school or in classroom. An often overlooked impediment to student learning is student misbehavior, which interferes with the effectiveness of the teacher's instructional plan or a student's ability to learn. In

addition to its perceived effects on students achievement, mismanaged misbehavior constitutes a risk factor to juvenile delinquency were highly appreciated.

Furthermore, the analysis of the primary data uncovered the following findings on student misbehavior and coping strategies:

Findings on Student Misbehavior

Nature and Prevalence: Reportedly, 93% of the teachers and students combined together have witnessed student misbehavior in the school. The respondents identified around 21 types of misbehavior that are commonly exhibited by the students in grade 9 and 10 of Shashemene secondary school.

The findings on the prevalence of misbehavior revealed that most of the frequently observed misbehavior are those that disrupt the learning teaching process, hence impediment to students performance. Accordingly, the top ranked frequently observed misbehavior included: Tardiness, Absenteeism (truancy), and Disturbing in the classroom like talking without permission, use cell phone etc., Cheating on exams, copying assignment, and least efforts, Fighting, Extortion/ Coercion, Mob action, as well as Failing to follow teacher's instruction. There are evidences that some students also use *Hashis* though outside the school. However, that misbehavior that are life-threatening as well as damaging the school property were found to be less-prevalent.

It was also found out that absenteeism and tardiness are practiced by two-third of the students. Teachers' were found to agree that student misbehavior is observed daily and in every classroom by ever increasing proportion of the students; although lack of records has obscured the reality. The survey results also showed that 74% that means 85% of

male and 57% of female students have admittedly exhibited misbehavior of one or another type. Descriptive statistics uncovered, on average, a student in Shashemene commits nearly four misbehavior types. However, the gender-differential non-compliance has been observed. Whereas the mean number of misbehavior is nearly five for males, it averaged two for females. The responses, further disaggregated by other variables, indicated that there are disparities across age, family income, grade and place of residence of the students. Whereas prevalence of misbehavior decreases as age increases, number of misbehavior slightly decreases as level of family income increases. This implies the level of maturity of students and economic status if parents have implication on misbehavior. Besides, higher prevalence rate of misbehavior observed among students of 10th than 9th grade. This implies, students' prolonged stay in the school as well as repeated exposure to misbehavior further induces other misbehavior, especially if the response mechanism is poor. There is no significant difference in misbehavior viewed against the place of residence of students. However, there is disparity in the type of misbehavior. In this regards, those students from rural or suburb of Shashemene largely involve in mob-actions and to a lesser extent in disrupting classroom activities. The findings corroborate with other studies like Ayele (2006) and Asnakew (2005).

Trends and Severity: the findings uncovered that the problem of Students Misbehavior is not only very serious but also worsening across time. Also 87% of the respondents stated that the problem of misbehavior has been worsening ever since their first experience in the school. Concerning the severity, 63% of the respondents described the problem as highly stressful. Whereas 32% stated that it is less stressful, the rest 5% felt that it is only moderately serious. The key informants and participants of the participants of the FGDs

unanimously agreed about the severity of the problem. Accordingly, disciplinary problems are the salient feature of the learning-teaching process that are growingly becoming a hindrance to students' achievements.

Causes and Effects of Misbehavior: The study also identified the root causes of misbehavior as well as the effects. Accordingly, multiple factors related to parents, students and school/teachers, in their order of importance, were reported to cause and/or aggravate the problem of student misbehavior in Shashemene School. In fact, lack of parental support is the leading cause to student misbehavior. This is followed by the student-related causes included lack of interest and negative attitude as well as inability to perform as per expectations. School and teacher related factors including the imbalance between the number of students and the school capacity, teacher's failure to integrate methods and contents with abilities and needs of learners, and lack of administrative support/lack of follow-up towards ensuring and/or maximizing student discipline. Also, externalization of causative factors is commonly observed. Whereas students mostly appreciate teachers and parents' related factors, the teachers emphasized student and parents related causal factors. Causes identified from the qualitative data analysis revealed that immaturity of the students; peer-pressure and school's capacity to accommodate the ever increasing student population were identified as the causing misbehavior. Also, the school's failure to design and enforce tailor made disciplinary rules and regulations is of paramount importance. In addition, the fact that little value attached to education as a rewarding business is also causing and/or aggravating the problem. Furthermore, limited parents' engagement with the school and teachers in the management of misbehavior was also emphasized. Last but not least, increased availability of traders near the school

compound including Tella, Khat and Shisha houses as well as Hashis were reported to induce misbehavior in Shashemene secondary school.

As far as the effects of student misbehavior are concerned, 91% of the respondents opinioned that misbehavior is a serious hindrance to the teaching learning process the school. Specifically, disrupting the teaching learning process, hence affecting the performance of other students is the main effect of misbehavior. This is followed by the effect of misbehavior on the personality and performance of the student that exhibit misbehavior. Whereas physical and psychological harm to other students is the third important effect, damages on the school property has been identified as the least important effect. It is worthwhile mentioning that for the FGD participants and key informants, internal to the school, also emphasized the negative effects of misbehavior on the learning teaching environment; hence its consequences in impeding student's achievements. On the other hand, for those key informants outside the school; especially the police and community representative also gave attention to anti-social behaviors that are deep-rooted earlier misbehavior.

The study further assessed the existing response mechanism in the school focusing on its relevance, level of enforcement as well as effectiveness in terms of properly handling the student misbehavior.

Findings on the Response Mechanism:

The study further assessed the availability, relevance, level of enforcement as well as effectiveness of the school's response mechanism. The findings uncovered that the school is applying the MoE guideline developed ten years ago. However, the school hasn't customized or produced a context-specific disciplinary rules and regulation based on the

guideline although it is mandated to do so. Neither the regional Bureau of Oromiya adopted and developed tailor-made framework for the schools in the region.

Furthermore, a glaring gap has been observed in terms, in action- research based misbehavior management, teacher's level of awareness as well as proper enforcement and effectiveness of the coping strategies so far. In this connection, absolutely, all of the teachers have had the experience to conduct action-research and implement it in the management of student misbehavior. In addition, Whereas 31% of the teachers are not aware of the existing disciplinary rules and regulations. Moreover, most (77%) of the teacher didn't believe that the school's disciplinary rule and regulation are relevant or appropriate when viewed against the misbehavior. Also, low level of enforcement of the disciplinary rules and regulations was observed. In connection to this, 57% of the teachers expressed their dissatisfaction on the level of enforcement of the disciplinary rules and regulations.

Finally, the commonly applied coping strategies were assessed. It was found out that warning is the most often measure taken against non-compliance. Peer-pressure against the misbehaving students followed by short term suspension and improving staff-student relationships were among the commonly taken measures. On the contrary, meaningful engagement of stakeholders, assignment of professional for counseling, strong collaboration with parents and corporal punishment were seldom implemented as penalty against student misbehavior.

Evaluation of the level of effectiveness of the measures revealed that the following measures worked well so far:

- Improving staff, student and PTA relationship and work together
- Praising or awarding students for good behavior
- Asking professional for help
- Developing and employing strong school/classroom rules
- Allowing peers to work/resolve problems
- Teaching parents to recognize and correct discipline problem at home

It was interesting to learn that warning has proved to be the least effective though it has been stated as the most frequently taken measure. Others like corporal punishment, changing student's classroom and suspension were also mentioned as the least effective measures in correcting misbehavior.

5.2 Conclusion

In a nutshell the following conclusions are drawn based on the findings summarized in the section before as obtained from primary and secondary data analysis:

- Student misbehavior is prevalent among a considerably larger proportion of students in Shashemene secondary school. The findings warrant that most of the misbehavior observed are those disrupting the teaching –learning process, hence the students’ academic achievement. Needless to say, the present poor performance of students at secondary student level and beyond is attributed to the problem of misbehavior;
- Student misbehavior is deep-rooted in a complex web of factors internal and external to the schools. The principal causative factors are those related to parents, student, school and teacher; in order of importance. Other external factors included poor support by the government and community. These multitude of factors were found to act and react each other to causing and/or aggravating the problem of misbehavior in Shashemene school;
- Student misbehavior is not only very stressful to the school community, but also increasing across years in Shashemene school;
- Student misbehavior has also multiple effects. By way of negatively affecting the school environment, it is found to impede the performance of students hence deterring the level of academic achievements. Besides, antisocial behavior in later ages is among the detrimental outcomes of misbehavior;
- Finally, the school’s existing poor response mechanism is significantly perpetuating the problem of misbehavior.

- *Failure to devise and implement tailor-made disciplinary rules and regulation is the fundamental problem;*
- *Limited level of engagement of parents with the school not only inducing student misbehavior but also has seriously constrained the efforts to properly manage the problem;*
- *Lack of support and follow up from the MoE and regional bureaus towards the adoption and proper enforcement of existing guideline is also adding to the problem;*
- *The MoE guideline is outdated, hence lacks comprehensiveness in terms of capturing the ever-changing types and nature of student misbehavior;*
- *Limited awareness among the school community; mainly students and teachers is a hindrance to promote self-discipline and/or prevent and control student misbehavior;*
- *Equally important; very poor documentation and reporting at all levels on have obscured the facts on the prevalence and magnitude of the problem found the part of the school.*

5.3 Recommendations

In the end, the study forwards the following recommendations geared towards combating the problem of student misbehavior in Shashemene secondary school in particular and other secondary schools in general (as it applies):

1. **First and foremost, Put in place Tailor-Made Response Mechanism:** the school should develop its own version of Disciplinary Rules and Regulation in view of the MoE guideline and most importantly mapping-out the ‘CONTEXT’. In this regards, with greater involvement of teachers, parents and students there is a need to conduct an action-research for scanning the internal and external environment pertaining to student misbehavior,
2. **Strict enforcement of disciplinary rules and regulations is as equally important as developing tailor-made ones.** Disciplinary Rules and Regulation. This necessitates, among others, commitment of the school leadership, PTA and above all teachers and government agencies;
3. **Rejuvenating the PTA:** Reestablishment to include all stakeholders as well as strengthening through technical and material support is a vital necessity. The PTA also requires terms of reference that guide/dictate its performances.
4. **Documentation and Reporting:** proper recoding, filing and reporting to key stakeholders is a key for transparency in the management of student misbehavior.
5. **MoE and/or Regional Bureau:** apart from mandating the schools to prepare and implement response mechanisms, should provide support and follow-up as to whether the schools are performing as expected. In this regards, the Addis Ababa

City administration, Bureau of Education can be considered as exemplary. It has prepared Disciplinary Rule and Regulation that stipulates the procedures as well as the details on the types of student misbehavior along with the corresponding measures/penalties against non-compliance.

6. **MoE should update the 2001 Guideline**, develop a national database and include the status Misbehavior in its annual progress report on the performance of Education sector. Also, MoE in collaboration with regional Bureau and Schools should facilitate for undertaking a baseline study for benchmarking on the nature, prevalence, magnitude, causes and effects of student misbehavior.

References

Abel, M.H. & Sewell, J. (1999): Stress and burnout in rural and urban secondary school teachers.

Achenbach.(1991). Emotional and Behavioral Problems by Academic Achievement.

APAP Ethiopia. (1987). INNOCENT OFFENDERS :Action professionals' association for the people (APAP).

Asnakew Tagele .(2005). Student and Teacher causal attribution of problems behavior in bahirdar general secondary school. (Unpublished)

Ayele Mekonen.(2006). disciplinary problems in merty and wonji secondary schools.

A survey of view of school administrators, teacher and students. (Unpublished)

Barry Croom, Gary E. Moore.(2003). The Relationship Between Teacher Burnout And Student Misbehavior. *Journal of Southern Agricultural Education Research.*

Blakeney, C. & Blakeney, R. (1990). Reforming moral behaviour. *Journal of Moral Education*,19(2), 101-114.

Borg, M.G. & Riding, R.J. (1991). Stress in teaching: A study of occupational stress and its determinants, job satisfaction and career commitment among primary schoolteachers. *Educational Psychology*, 11(1), 59-77

Brooke Foulds, Linda Eggbeer, Amy Hunter, Tweety Yates, Donna Wittmer, and Petersen .Sandra Social Emotional Development within the Context of Relationships.

Catherine R. Cooper and Jill Denner.(1998). THEORIES LINKING CULTURE AND PSYCHOLOGY: Universal and Community-Specific Processes.

Costas Nicou Tsouloupas .(2011),Teachers examining the perceptions of teachers' efficacy in handling student misbehavior (TEHSM) in classroom and physical education settings

Croom, D.B. and G.E. Moore .(2003). "Student Misbehavior in Agricultural Education: A Comparative Study,"Journal of Agricultural Education, 44, 14-26

Daniel L. Millimet. (2008). Southern Methodist University. Time to Misbehave?

David.f B.jorklung and Anthoney,D.Pelegri.(2000). Child development and evolutionary psychology..

DeBruyn, R.L. (1983). Before You Can Discipline: Vital Professional Foundations for Classroom Management, Manhattan, KS: Master Teacher, Inc

Eddie Edgerton, Ombretta Romice and Christopher Spencer.(2007). Environmental Psychology. CAMBRIDGE SCHOLARS PUBLISHING.

EFA .(2004). Education for All the Quality Imperative. Hamburg, UNESCO Institute for Education

Fekadu Wakjirra, (2000). Investigation of behavioral problems in secondary school adolescents.Type, contributing factors and school treatment practices. (Unpublished)

Figlio, D.N. (2003). “Boys Named Sue: Disruptive Children and their Peers,” unpublished manuscript, Department of Economics, University of Florida.

Gaviria, A. and S. Raphael .(2001). “School-Based Peer Effects and Juvenile Behavior,” Review of Economics and Statistics, 83, 257-268.

Gottman & Katz. (1989). Hetherington, Cox, & Cox,(1979). Peer Relationships in Cultural Context.

Howard E. William L .(2001). The Juvenile Sex Offender. THE GUILFORD PRESS.New York London

James R. Liddle*, Lance S. Busha, and Todd K. ShackelfordRichard Wortley. (2010). An introduction to evolutionary psychology and its application to suicide terrorism. A Department of Psychology, Florida Atlantic University, Davie, FL, United States

Jim.(2007).*Reducing Problem Behaviors Through Good Academic Management.* Jim Wright jim@jimwrightonline.com <http://www.interventioncentral.org>.

Judy Boyd,W.Steven,Bodrova, J,Leong,gomby.(2005). Promoting Children's Social and Emotional Development Through Preschool Education.

Langdon, C. A. & Vesper, N. (2000). The sixth phi delta kappa poll of teachers' attitudes toward the public schools. *Phi Delta Kappan*, 81, 607-611.

LARRY/SIEGLE/BRANDEN C.WELESH. (2010). Juvenile Delinquency: The Core is the ideal text for your course .

Lazear, E.P. (2001). "Educational Production Function," *Quarterly Journal of Economics*, 116, 777-801.

MAERSK.(2010). Emotional Intelligence MDT Training and Ventus publishing APS

Michael Shader, .(2005). Risk Factors for Delinquency: An Overview.

MoE, .(2001). *Guideline for Administration of Secondary Education: Structure, Community Participation and Finance*

MoE., (2005).Prospects, Challenges and policy options of Ethiopian Educational System towards the Achievement of EFA Goals.

MoE., (2007/08). *Standard and Structure of Secondary Schools*

MoE .(2008). General Education Quality Improvement Package (GEQIP)

MoE.(2009). Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia..

MoE, ,(2010/2011). Education Statistics Annual Abstract

MoE ,(2010/11). SOCIAL ASSESSMENT FOR THE EDUCATION SECTOR, ETHIOPIA

MoFED, ,(2011/12). EFA Global Monitoring Report,

Moore, G.E. & Camp, W.G. (1979). Why Vocational Agriculture Teachers Leave the Profession:a comparison of perceptions. *The Journal of the American Association of Teacher Educators in Agriculture*, 20 (3), 11-18.

NASP .(2006). National Association of School Psychologists. (2006).*Corporal punishment.* (Position Statement). Bethesda, MD: Author.

National Institute of Justice,(1998). Trends in Juvenile Violence in European Countries

National Report. (2006). Juvenile Offenders and Victims: National Report 3700 S. Water Street, Suite 200. Pittsburgh, PA 15203-2363.

Pestello, F.G. (1989). Misbehavior in high school classrooms. *Youth & Society*, 20(3), 290-306

Piekarska, A. (2000). School stress, teachers' abusive behaviors and students' coping strategies. *Child Abuse and Neglect*, 11, 1443–49.

Robert A. Gable .(2007). GUILT, SHAME AND SITUATIONAL CRIME PREVENTION.: Griffith University Griffith University, Brisbane 4111, Australia

Rose, L.C., & Gallup, A.M..(2000). The 32nd Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools. *Phi Delta Kappan*, 82, 41-66.

Supaporn, S. (2000). High school students' perspectives about misbehavior. *Physical Educator*, 57, 124-136.

UNESCO, (2005), EFA Global Monitoring Report. Education for all the quality imperative .

UNICEF.(2011). THE STATE OF THE WORLD'S CHILDREN .Adolescence .An Age of Opportunity,

U.S. Department of Justice .(2003). Risk and Protective Factors of Child Delinquency:
OJJDP Publication online at ojjdp/ncjrs.org.

William F. Arsenio and Elizabeth A. Lemerise.(2004). Aggression and Moral
Development: Integrating Social Information Processing and Moral Domain Models.

Xinyin Chen, C. French H. Schneider .(2006). Peer relation in cultural context.
Cambridge .University press.

ANNEXES

Annex-1

1.1 Teachers' Questionnaire

Addis Ababa University
College of Education
Institute of educational Research
Secondary Schools Teachers Survey

The purpose of this study is to investigating the nature of student misbehavior and describes the coping strategies employed by the schools. To this end this survey requests your opinion about issue related to misbehavior and coping strategy in your school. Read each item carefully and consider the overall climate in your school as you choose your responses. Your responses should reflect your knowledge and opinions of the issue studied. Responses to the survey are confidential and no individual will be identifying in any report of the data. Participation is also voluntary.

Thank you in advance.

Mark only one answer for each question (as applicable)

I. General Information/ Respondent's Profile

1. Teacher's Educational Status-----
2. Sex: A) Male B) Female
3. Total Years of Experience(Service)-----
4. Your title (responsibility) at the School-----

II. Topical Questions

5. Have you ever noticed or experienced misbehavior in school or in your classroom?
 A. Yes B. No
6. Do you feel that misbehavior is a hindrance to the learning-teaching process in your school?
 A. Yes B. No
7. In general how stressful do you find student misbehavior in your school?
 A. Not at all stressful B. Mildly stressful C. Moderately stressful
 D. Very stressful E. Extremely stressful
8. Have you ever conducted action research on student misbehavior?
 A) Yes B) No
 8.1 If No, why? _____
9. Have you put in place appropriate rule and regulation to redress the problem of student misbehavior? A.
 Yes B. No
 9.1 If No, why? _____
10. Are you satisfied with the school rule and regulation regarding student discipline? A. Yes B. No
 10.1 If No, why? _____
11. Think about your school as you read each statement below. Then make/put X mark on the space that best describes your feeling regarding the frequency of student misbehavior occurrence in the classroom.

No	Misbehavior	Never Observed	Always Observed	sometimes Observed	Remarks
11.1	Having a negative attitude toward school.				
11.2	Talking without permission.				
11.3	Failing to assume responsibility for actions.				
11.4	Failing to bring necessary materials to class.				
11.5	Displaying clownish and foolish behavior.				
11.6	Failing to follow instructions.				
11.7	Inattentiveness during class.				
11.8	Interfering with work of others.				
11.9	Failing to do in-class assignments.				
11.10	Being disrespectful toward other students.				
11.11	Displaying abnormally active behavior.				
11.12	Using profanity/abusive language.				
11.13	Absenteeism (truancy).				
11.14	Failing to submit homework on time.				
11.15	Teasing others.				
11.16	Making inappropriate comments to others.				
11.17	Being dishonest toward teachers and others.				
11.18	Being disrespectful toward authorities.				
11.19	Exhibiting an ambivalent attitude.				
11.20	Abusing privileges.				
11.21	Failing to submit homework at all.				
11.22	Being lateness to class				
11.23	Cheating on tests and in-class assignments.				
11.11	chewing or Smoking tobacco.				

No	Misbehavior	Never Observed	Always Observed	sometimes Observed	Remarks
11.12	Failing to maintain a clean work area.				
11.13	Skipping class.				
11.14	Throwing objects.				
11.15	Plagiarizing the work of others.				
11.16	Moving without the instructor's permission.				
11.17	Verbally confronting authorities.				
11.18	Openly refusing to comply with instructions				
11.19	Sleeping in class.				
11.20	Antagonizing others (bullying).				
11.21	Being off task and carelessness				
11.11	Violating the school dress code.				
11.12	Running in hallways and instructional areas.				
11.13	Reading non-instructional materials in class.				
11.14	Making obscene /offensive gestures.				
11.15	Inappropriately displaying affection.				
11.16	Destroying school property.				
11.17	Committing minor theft.				
11.18	Leaving the school without permission.				
11.19	Causing racial or ethnic disturbances.				
11.20	Entering prohibited areas at school.				
11.21	Consuming alcoholic beverages.				
11.11	Displaying inappropriate sexual behavior.				
11.12	Hitting/injuring other students.				
11.13	Committing major theft.				

No	Misbehavior	Never Observed	Always Observed	sometimes Observed	Remarks
11.11	Gambling or gaming in any form.				
11.12	Exhibiting socially delinquent behavior.				
11.13	Bringing/Using mobile (cell)phone at school.				
11.14	Stealing testing materials.				
11.15	Inciting a riot or mob action.				
11.16	Striking or injuring school employees.				
11.17	Participating in unauthorized political activism in school.				
11.18	Committing rape or the intent to rape.				
11.19	Participating in unauthorized protests.				
11.20	Committing murder or attempted murder.				

12. Rank the top 10 student misconduct type frequently observed in your school from the aforementioned misbehavior.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

13. The following questions ask about the perceived causes for student misbehavior in the school. Please choose the answer that best describes how frequently the following items are probably a cause of students misbehavior in your school.

No	Items as a cause	Major cause	Minor cause	Never a cause	Remarks
13.1	Lack of student interest and negative attitude in a subject matter				
13.2	Inability of student to perform well/satisfactorily				
13.3	Inability of teachers to effectively communicate with some students				
13.4	Imbalance between student rights and students responsibilities				
13.5	Lack of parental support				
13.6	Student disrespect for authority and rules				
13.7	Failure of teachers to adhere to existing disciplines, policies and orders				
13.8	Lack of administrative support				
13.9	Teachers inability to maintain discipline				
13.10	Inability to prepare and implement effective lesson planning				
13.11	Failure to integrate methods and contents with abilities and needs of learners				

14. What three most important effects/consequences of student misbehavior(in order of importance)?

- a. _____
- b. _____
- c. _____

15. The following questions ask about the currently used coping strategy for misbehavior in the school. Please answer each of the following questions by putting X mark to indicate how often each of the following coping strategies occur in your school.

Item	Never used	Rarely used	Sometimes used	Often used	Always Used
Transferring very disruptive students to separate school program					
In school suspension					
Out of school suspension					
Detention					
Teaching student and staff					
Allowing students to help resolve conflicts among their peers/ peer mediation					
Teaching parents to recognize and correct discipline problem at home					
Calling student parents					
Praising or awarding students for good behavior					
Corporal punishment					
Warning					

Item	Never used	Rarely used	Sometimes used	Often used	Always Used
Talk to others and give each other support					
Asking professional for help					
Improving staff student relationship					
Alternative classroom					
Alternative school					
Use of tolerance developing smooth relationship					
Strengthening school and community relationship					
Developing and employing appropriate philosophy of school/classroom discipline					
Apply befrienders and circle time					
Organizing revolving body					

16. Please respond to the following statements based on how effective are the following methods in-terms of behavioral improvement.

No	items as a coping strategy	Effective	Somewhat effective/ ineffective	Ineffective	Not applied
	Transferring very disruptive students to separate school program				
	In school suspension				
	Out of school suspension				
	Detention				
	Teaching student and staff				
	Allowing students to help resolve conflicts among their peers/ peer mediation				
	Teaching parents to recognize and correct discipline problem at home				
	Calling student parents				
	Praising or awarding students for good behavior				
	Corporal punishment				
	Warning				
	Talk to others and give each other support				
	Asking professional for help				

No	items as a coping strategy	Effective	Somewhat effective/ ineffective	Ineffective	Not applied
	Improving staff student relationship				
	Alternative classroom				
	Alternative school				

17. What three priority measures you suggest for an effective, efficient and sustainable response to student misbehavior?

- a. _____
- b. _____
- c. _____

Thank You!

1.2 Students' Questionnaire **አዲስ አበባ ዩኒቨርሲቲ**
የድህረ ምረቃ ትምህርት ክፍል
የት/ት ጥናትና ምርምር ተቋም

በሁለተኛ ደረጃ ተማሪዎች የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው የተማሪዎቹን የስነ-ምግባር ችግኝ እንዲሁም ትምህርት ቤቱ እንኳን ችግኝ ለመፍታት እየተገበሩ ያሉትን ዘዴዎች ለማጥናት ነው። ለጥናቱ ስኬታማነት የእናንተ በትምህርት ቤቶች የሚከሰቱ የስነ ምግባር ችግሮችና የሚወሰዱ መፍትሔዎን መረጃ በጣም አስፈላጊ ነው። በመሆኑም ሁሉንም ጥያቄዎች በጥንቃቄ ለማንበብና የትምህርት ቤቶችሁን አጠቃላይ ሁኔታ ግንዛቤ ውስጥ በማስገባት መልሳችሁን ስጡ።

የምትሰጡት መረጃ ለጥናታዊ ተግባር የሚውልና ሚስጥርነቱም የተጠበቀ ነው።

1ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

የተማሪው አጠቃላይ መረጃ

- የት/ቤቱ ስም-----
- የተማሪው እድሜ ----- የተማሪው የክፍል ደረጃ -----
- የቤተሰብህ(ሽ) የገቢ መጠንን ሀ) ከፍተኛ ለ) መካከለኛ ሐ) ዝቅተኛ
 d) I don't have family
- የመጣህ(ሽ)በት አካባቢ ሀ) ከተማማ ለ) ከፊል ከተማማ ሐ) ገጠራማ
- Are you living with your a) Mother b) father c) with F and M
 d) none

የተማሪዎች የባህሪ ችግርን የተመለከተ መጠይቅ

1. የተማሪዎች የሥነ ምግባር ችግሮች በት/ቤታችሁ ይስተዋላል?

ሀ/ አዎ ለ/ አይደለም ሐ/ እርግጠኛ አይደለሁም

2. የሥነ ምግባር ችግር ባንተ የመማር ሂደት ላይ እንቅፋት መሆኑን ትረዳለህ?

ሀ/ አዎ ለ/ አይደለም ሐ/ እርግጠኛ አይደለሁም

3. የትኞቹ የሥነ ምግባር ዓይነቶች/ግድፈቶች በት/ቤታችሁ ጎልተው ይታያሉ?

4. ለሚታዩት ችግሮች ዋና ዋና ምክንያቶች (መንስኤዎች) ምንድናቸው?

የሚከተሉት የስነምግባር ግድፈት ወይም (ችግሮች) ናቸው ቢባል በትምህርት ቤታችሁ

በተደጋጋሚ የሚከሰቱትን በሚከተለው ስንጠረኝ ላይ (✓) ምልክት በማድረግ አመልክቱ።

ተ.	የሥራ ጉዳይ	የሥራ	በሥራ	በሥራ	አስተያየት
1	የሥራ ወይም የሥራ ማውራት				
2	የትምህርት ቁሳቁስን ሳይዙ ወደ ትምህርት ቤት መምጣት				
3	ለማሞኘት ወይም ለማታለል መጣር መሞከር				
4	የትምህርት ቤትን መመሪያዎችን አለማክበር				
5	የቤት ስራዎችንና የክፍል መልመጃዎች (ሥራዎች) አለመሥራት/ ክፍሎች መገልበጥ				
6	ከትምህርት ገበታ ላይ መቅረት				
7	የማይገባ ትችትና ነቀፌታ በሌሎች ላይ ማቅረብ				
8	ለሥራ ሀላፊዎች መምህራንና ለተማሪዎች ታማኝ ወይም እውነተኛ አለመሆን/ስርቆት መፈፀም				
9	ሰዓት ማሳለፍ (እያረፈዱ) ወደ ት/ቤት መምጣት				
10	የትምህርት ክፍለ ጊዜን አቋርጦ መሄድ (መጥፋት)				
11	ትምህርት ማጨስ/አልኮል ወስዶ መገኘት (መሄድ)				
12	የትምህርት ቤቱን ህግና ሥርዓት አለማክበር (መጣስ)				
13	በጉልበት (በሀይል) ማስፈራራትና ማስገደድ				
14	የት/ቤቱን የአለባበስ/የኒፎርም መመሪያ አለመቀበል				
15	ከትምህርት ጋር ተዛማጅ ያልሆነ ነገሮችን ይዞ መገኘት				
16	የት/ቤቱን ንብረት ማውደም/መጉዳት				
17	መጣላት ግጭቶች (ረብሻ) መቀስቀስ				
18	ባታዊ ትንኮሳ ማድረግ (መሞከር)				
19	ቁማርና መሰል የማይፈቀዱ ጨዋታ ላይ መሳተፍ				
20	በት/ት ቤት ውስጥ ተንቀሳቃሽ ስልክ ይዞ መገኘት/መጠቀም				
21	በአመፅ መሳተፍ/የልተፈቀደ ፖለቲካ ነክ እንቅስቃሴ በትምህርት ቤት ማድረግ / ለማድረግ መሞከር				

ከላይ ከተጠቀሱት የባህሪ ችግሮች ዋናዎቻችን/ባጣም አስቸጋሪዎች የሚባሉትን 5ቱን ለዩ።

1. _____

2. _____

3. _____

4. _____

5. _____

ከላይ ከተዘረዘሩት የሥነ ምግባር ዓይነቶች/ግድፈቶች ቢያንስ አንዱን እርስዎ ፈፀመዋል?

ሀ/ አዎ ለ/ አይደለም

መልስዎ አዎ ከሆነ የትኞቹን? ----- ፣ -----

በተደጋጋሚ የሚከሰቱትን የስነምግባር ብሉሽነት ምክንያቶች ከሚባሉትን በሚከተለው

ሰንጠረዥ ላይ (✓) ምልክት በማድረግ አሳዩ፡

ተ.ቁ	የስነምግባር ችግር መንስኤዎች	ዋና ምክንያት	መለስተኛ ምክንያት	ምክንያት አይደለም	አስተያየት
1	በትምርት ዓይነት ላይ ጥላቻና መጥፎ አመለካከት ማሳደር				
2	በትምህርት ዐይነቱ የተማሪው ወይም የተማሪዋ ችሎታ ማነስ				
3	የመምህሩ ከተማሪዎች ጋር በግልፅ አለመነጋገር				
4	የተማሪዎች ወላጆች ክትትልና አገዛ አናሳነት				
5	በተማሪዎች መብትና ግዴታዎች መካከል ሚዛናዊነት አለመጠበቅ				
6	የተማሪዎች ለሀላፊዎች እና ደንቦች አለመገዛት				
7	የመምህራን የትምህርት ቤቱን ስነሥርዓት ደንቦችና ስርአቶች አለማስከበር				
8	የትምህርት ቤት አስተዳደራዊ ድጋፍና ክትትል ማነስ				
9	የመምህራን የሥነሥርዓት አያያዝ ድክመት				
10	የትምህርት እቅድ ዝግጅትና አተገባበር ውጤታማ አለመሆን				
11	የማስተማር ስልትንና የትምህርት ይዘትን ከተማሪዎች ፍላጎትና ችሎታ ጋር አለማጣጣም				
12	የተማሪዎች ቁጥር/ብዛት በየክፍሉ መጨመር				
13	የተማሪዎች ወላጆች ልጆቻቸውን ስለ ስነምግባር አለመምከር ወይም አለማስተማር				

በአሁኑ ጊዜ በትምህርት ቤታችሁ ለሚከሰቱት የስነምግባር ችግሮች እየተወሰዱ ያሉት የማስተካከያ እርምጃዎች ምን ይመስላሉ። በሚከተለው ሰንጠረዥ ላይ (✓) ምልክት በማድረግ ስራ ላይ የዋሉትን አሳዩ።

ተ.ቁ	እርምጃዎቹ ወይም መፍትሄ	አይታወቅም	በመጠኑ	በተደጋጋሚ ስራ ላይ ይውላል
1	የተማሪዎችንና የመምህራንን የወላጆችን ተወካይ (ወተመ) ግንዛቤ ማሳደግ			
2	በትምህርት ቤት ውስጥ/ከትምህርት ገበታው ውጭ ለይቶ ማቆየት			
3	የስነምግባር ችግሮችን በተማሪዎች ተሳትፎ ለመፍታት መሞከር			
4	በተማሪዎች ትምህርት ዙሪያ የወላጆችን ግንዛቤና እይታ ማሳደግ			
5	በስነ ምግባር የተመሰገኑ ተማሪዎችን መሸለምና ማበረታታት			
6	ማስጠንቀቂያዎችን መስጠት			
7	የአካል ቅጣቶችን በስራ ላይ ማዋል			
8	የተለያዩ ባለሙያዎችን እገዛ መፈለግና በስራ ላይ ማዋል			
9	ከተለያዩ አካላት ጋር መወያየትና ድጋፍ ማግኘት			
10	የትምህርት ቤቱንና ተማሪዎችን ተጨባጭ ሁኔታ ያገናኘበ የጋራ ሥነ ሥርዓትና ደንብ በስራ ላይ ማዋል			

የተማሪ የስነምግባር ችግር የሚያስከትለው ዋና ዋና ተፅዕኖ ወይም ችግሮች ምንድናቸው?

1. ----- ፤
2. -----
3. -----

Addis Ababa University
College of Education
Institute of educational Research
Secondary Schools Teachers Survey

The purpose of this study is to investigating the nature of student misbehavior and describes the coping strategies employed by the schools. To this end the interview items/questions are meant to gather your views/opinions about issue related to misbehavior and coping strategy in your school. Read each item carefully and consider the overall climate in your school as you choose your responses. Your responses are very important for the success of the study.

Note that, the responses to the survey are confidential and no individual will be identifying in any report of the data. Participation is also voluntary.

Thank you in advance.

Key Informant Interview Guideline

(For interview with School Directors, Unit leaders and Dep't Heads and school guards)

1. How do you describe the prevalence/ experiencing misbehavior in school or in your classroom?
2. Is misbehavior a hindrance to the learning-teaching process? If so, how severe is the problem?
3. Regarding the frequency of student misbehavior occurrence in the classroom, what are the most frequently observed misbehavior?
4. How do you evaluate the trends in the prevalence and magnitude of the problem?
5. What do you think are the main causes of misbehavior?
6. What are the most widely applied copying strategies?
7. Have you developed and implemented appropriate rules and regulations to correct misbehavior? If yes, how do you see the effectiveness of measures applied so far?
8. Have you or teachers ever conducted an action research? If no, why? If yes, has the research been helpful?
9. Do you have a mechanism or institutional arrangement like PTS committee to engage or work with partners like parents, police and other stakeholders in your effort to combat misbehavior? Please elaborate on the performances, achievements and gaps?
10. Is there a culture of documenting practices and sharing reports on misbehavior among key stakeholders? If so, how often?
- 11.
12. What are the most important lessons you learned and challenges encountered in terms of addressing the problem of student misbehavior?
13. What three priority measures you suggest for an effective, efficient and sustainable response to student misbehavior?

Addis Ababa University
College of Education
Institute of educational Research
Secondary Schools Teachers Survey

The purpose of this study is to investigating the nature of student misbehavior and describes the coping strategies employed by the schools. To this end the interview items/questions are meant to gather your views/opinions about issue related to misbehavior and coping strategy in your school. Read each item carefully and consider the overall climate in your school as you choose your responses. Your responses are very important for the success of the study.

Note that, the responses to the survey are confidential and no individual will be identifying in any report of the data. Participation is also voluntary.

Thank you in advance.

Key Informant Interview Guideline

(For Partners: PTS Committee, Police, Education Bureau/Office/Dep't Heads)

1. How do you describe the prevalence/ experiencing misbehavior in schools or classrooms at various levels?
2. Is misbehavior a hindrance to the learning-teaching process? If so, how severe is the problem?
3. Regarding the frequency of student misbehavior occurrence in the classroom, what is the most frequently observed misbehavior?
4. How do you evaluate the trends in the prevalence and magnitude of the problem?
5. What do you think are the main causes of misbehavior? What are the most frequently reported copying strategies?(eg. the presence of jamicans, tela and video homes)
6. What is your role and contribution in working with or supporting the schools to combat the problem?
7. How do you describe the partnership and collaboration with the school community to address the problem of misbehavior?
8. How do you evaluate the effectiveness and efficiency of your performance and the measures applied so far?
9. Is there a culture of documenting practices and sharing reports on misbehavior among key stakeholders? If so, how often?
10. What are the most important lessons you learned and challenges encountered in terms of addressing the problem of student misbehavior?
11. What three priority measures you suggest for an effective, efficient and sustainable response to student misbehavior?
 - a. _____
 - b. _____
 - c. _____

Thank You!

OVERVIEW

Education Statistics Annual Abstract 2003 E.C (2010/11)

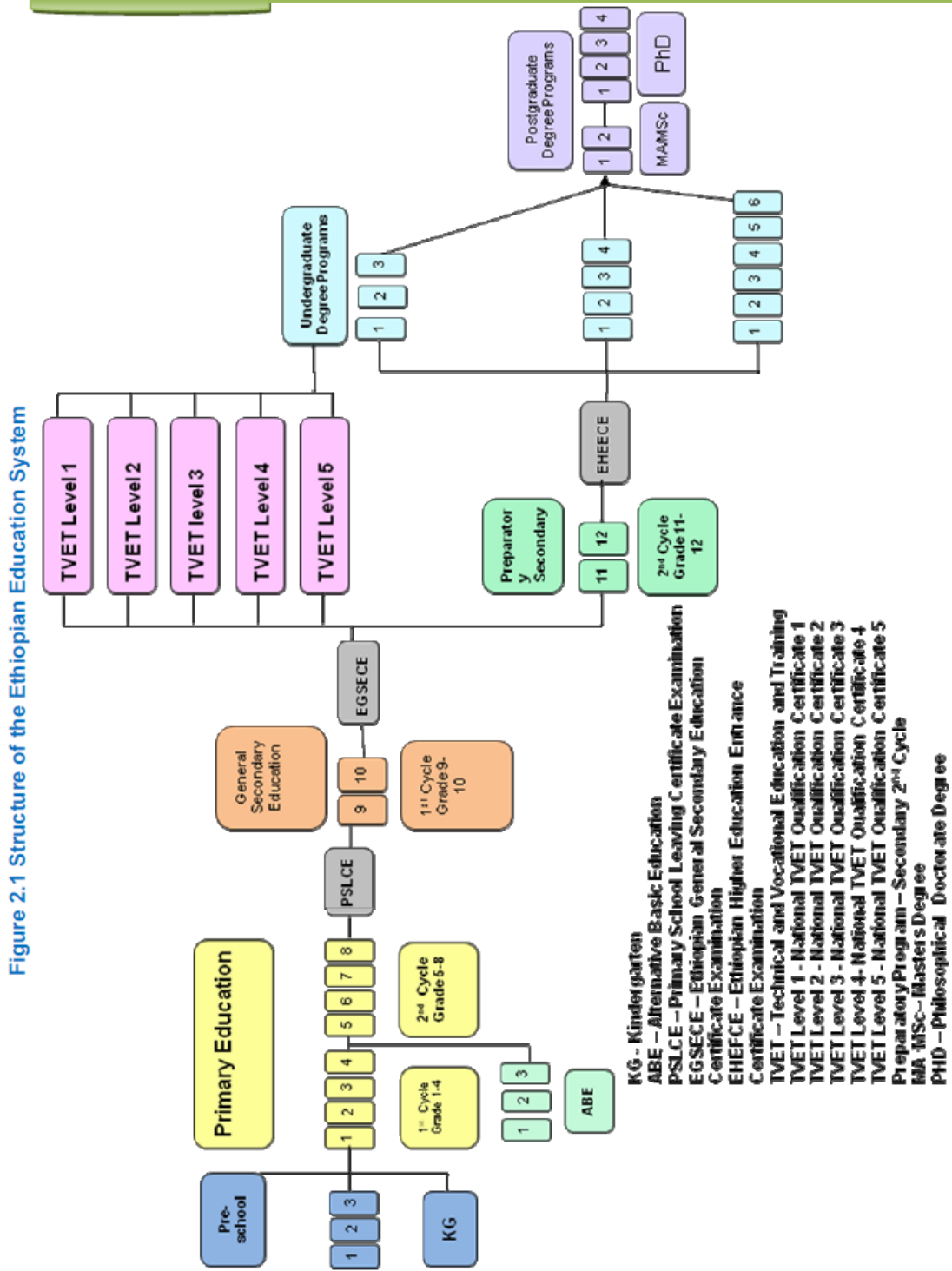


Figure 2.1 Structure of the Ethiopian Education System

Figure 2.1 indicates the structure of both formal and non-formal education available in Ethiopia, including the examinations that influence education options.

Indicator	Year					Annual Average Growth rate
	2006/07	2007/08	2008/09	2009/10	2010/11	
Enrolment (9-12)	1,398,881	1,502,133	1,589,207	1,695,930	1,750,134	5.8%
<i>1st cycle (9-10)</i>	1,223,662	1,308,689	1,383,946	1,452,850	1,461,918	4.5%
<i>2nd cycle (11-12)</i>	175,219	193,444	205,261	243,080	288,216	13.2%
Teachers (9-12)	28,183	33,736	38,357	46,060	52,731	17.0%
Schools (9-12)	952	1,078	1,197	1,335	1,517	12.4%
Gross enrolment rate (9-12)	22	22	22.6	22.6	23.7	1.9%
<i>1st cycle (9-10)</i>	37.3	37.1	38.1	39.1	38.4	0.7%
<i>2nd cycle (11-12)</i>	5.5	5.8	6	7	8.1	10.2%
Net enrolment rate (9- 12)						
<i>1st cycle (9-10)</i>	14.3	13.8	13.5	16.4	16.3	2.6%
<i>2nd cycle (11-12)</i>	3	2.9	2.8	2.4	4.2	8.8%
Student-Section Ratio (9-12)	59	74	68	64	58	7.4%
Pupil-Teacher Ratio (9-12)	48	43	41	36	31	10.4%
Percentage of female students (9-12)	37.5	39.4	41.9	43.7	44.8	4.5%
Percentage of female teachers(9-12)	11	11.5	11.8	9.6	18.4	13.7%

Annex-2.1 The Ethiopian Secondary Education “At a Glance”

Annex 2.2 Enrolment of Secondary Schools by levels (National, regional and school) for the year 2006/07 to 2010/11

Enrolment by level	Year					Annual Average Growth rate
	2006/07	2007/08	2008/09	2009/10	2010/11	
National	1,398,881	1,502,133	1,589,207	1,695,930	1,750,134	5.8
Oromiya	494,363	529,367	587,600	617,996	622,426	5.6
Shahsmene	2890	3874	4616	3801	4120	8.5%

Annex-3. Number and Composition of key informants and FGD participant

Category	Composition	Number
I. Key Informant Interview		
School Administration		
School Principal	Director	1
PTC	Chairperson	1
Admin. Staff	Guards	2
Unit leaders	Grade 9 & 10	2
Students' Club	Chairperson	2
Stakeholders:		0
West Arsi Zone, Dep't of Education	Expert, Oromia West Arsi Zone, Dep't of Education	1
Region Bureau of Education	Expert, Oromia Regional Bureau of Education	1
Ministry of Education	Expert, MoE	1
Community representative	Prominent person	1
Police	Police Officer, Shashemene District	1
<i>Sub total</i>		13
II. Focus Group Discussion (FGD)		
Teachers	Representatives of Grade 9 and Grade 10 Students	12
Students	Representatives of Grade 9 and Grade 10 Students	10
<i>Sub total</i>	106	22
TOTAL		35

Annex-4 Sample size determination,

A combination of the following approaches were employed in the determination of sample size.

First, the sample size is computed using a formula for estimating proportions:

$$n = (Z^2 * p * (1-P)) / e^2$$

Where:

P= proportion of students who are aware of/experienced misbehavior

1-P= proportion of students who are not aware of/haven't experienced misbehavior implies (1-p) =0.5

Error margin, e=5% (note that error of margin ranges between 0 and 5)

Z=95% Confidence interval, which is 1.96

To get the maximum sample size P is estimated to be 0.5

Therefore: $n = ((1.96)^2 * 0.5 * 0.5) / (0.05)^2$ → **n=384 plus 5% for non response rate =398**

Furthermore, the adequacy of the sample size has been checked using the following approach. Applying the method developed by Carvalho (1984) and presented in Table 4, the population size of 4,120 falls in the class mark between 3,201 and 1000. For this size, the sample size recommended ranges from 80 (low) to 315 (high) and the medium size is 200.

Table 22 Sample size determination

Table for Determining Sample Size			
Population(1)	Sample Size(2)		
	Low	Medium	High
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1,200	32	80	125
1,201-3,200	50	125	200
3,201-10,000	80	200	315
10,001-35,000	125	315	500
35,001-150,000	200	500	800

Source: - Records Management

Notes : (1) Population denotes the total number of items to be sampled from. (2) The sample size will depend on the livelihood categories and PSNP and non-PSNP beneficiaries. Low sample sizes are taken for files which are very similar in terms of content and subject matter while high sample sizes are needed for more diverse series.

Annex-4.1 Additional tables

Table 3.2 Statistical Outputs; Aggregate and Disaggregated for Students and Teachers

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
1	age of the student							
2	grade level of the student							
3	sex of the student							
4	family income of the student							
5	the area you com from							
6	Have you experience misbehavior in your school	Yes	278	92%	68	94%	173	93%
		No	24	8%	4	6%	14	7%
		Total	302	100%	72	100%	187	100%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
7	Do you feel that misbehavior is a hindrance to the teaching learning process in your school	Yes	306	92%	65	89%	186	90%
		No	28	8%	8	11%	18	10%
		Total	334	100%	73	100%	204	100%
8	Talking without permission.	Not observed	47	13%	1	1%	24	7%
		Seriously observed	75	21%	51	69%	63	45%
		Sometimes observed	235	66%	22	30%	129	48%
		Total	357	100%	74	100%	216	100%
9	Failing to bring necessary materials to class.	Not observed	49	14%	4	5%	27	10%
		Seriously observed	87	24%	35	47%	61	36%
		Sometimes observed	222	62%	35	47%	129	55%
		Total	358	100%	74	100%	216	100%
10	Displaying clownish and foolish behavior.	Not observed	74	21%	13	18%	44	19%
		Seriously observed	86	24%	49	68%	68	46%
		Sometimes observed	198	55%	10	14%	104	35%
		Total	358	100%	72	100%	215	100%
11	Failing to follow instructions.	Not observed	35	10%	4	5%	20	8%
		Seriously observed	130	36%	50	68%	90	52%
		Sometimes observed	192	54%	19	26%	106	40%
		Total	357	100%	73	100%	215	100%
12	Inattentiveness during class.	Not observed	26	7%	5	7%	16	7%
		Seriously observed	213	59%	49	66%	131	63%
		Sometimes observed	119	33%	20	27%	70	30%
		Total	358	100%	74	100%	216	100%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
13	Failing to do class works and assignments on time	Not observed	27	8%	3	4%	15	6%
		Seriously observed	136	38%	39	53%	88	45%
		Sometimes observed	193	54%	32	43%	113	49%
		Total	356	100%	74	100%	215	100%
14	Using profanity/abusive language.	Not observed	91	25%	16	22%	54	24%
		Seriously observed	80	22%	40	54%	60	38%
		Sometimes observed	186	52%	18	24%	102	38%
		Total	357	100%	74	100%	216	100%
15	Being lateness and Absenteeism (truancy).	Not observed	96	27%	1	1%	49	14%
		Seriously observed	69	19%	39	53%	54	36%
		Sometimes observed	191	54%	33	45%	112	49%
		Total	356	100%	73	100%	215	100%
16	Being dishonest /, theft toward teachers, students or others staffs.	Not observed	23	6%	15	20%	19	13%
		Seriously observed	183	51%	44	59%	114	55%
		Sometimes observed	152	42%	15	20%	84	31%
		Total	358	100%	74	100%	216	100%
17	Cheating on tests /class works/ assignments.	Not observed	52	15%	45	61%	49	38%
		Seriously observed	96	27%	26	35%	61	31%
		Sometimes observed	208	58%	3	4%	106	31%
		Total	356	100%	74	100%	215	100%
18	Chewing , Smoking tobacco (drug) or consuming alcoholic beverages..	Not observed	189	53%	2	3%	96	28%
		Seriously observed	31	9%	18	25%	25	17%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
		Sometimes observed	137	38%	53	73%	95	55%
		Total	357	100%	73	100%	215	100%
19	Moving ,Skipping class/ Leaving the school without permission	Not observed	54	15%	14	19%	34	17%
		Seriously observed	92	26%	49	66%	71	46%
		Sometimes observed	211	59%	11	15%	111	37%
		Total	357	100%	74	100%	216	100%
20	Openly refusing to comply with instructions	Not observed	175	49%	17	23%	96	36%
		Seriously observed	50	14%	53	72%	52	43%
		Sometimes observed	131	37%	4	5%	68	21%
		Total	356	100%	74	100%	215	100%
21	Violating the school dress code.	Not observed	118	33%	25	35%	72	34%
		Seriously observed	71	20%	43	60%	57	40%
		Sometimes observed	169	47%	4	6%	87	26%
		Total	358	100%	72	100%	215	100%
22	Causing racial or ethnic disturbances	Not observed	150	42%	28	38%	89	40%
		Seriously observed	62	17%	42	57%	52	37%
		Sometimes observed	144	40%	4	5%	74	23%
		Total	356	99%	74	100%	215	100%
23	Displaying inappropriate sexual behavior.	Not observed	156	44%	24	32%	90	38%
		Seriously observed	40	11%	47	64%	44	37%
		Sometimes observed	160	45%	3	4%	82	24%
		Total	356	99%	74	100%	215	100%
24	Hitting/injuring other students	Not observed	170	48%	26	35%	98	42%
		Seriously observed	40	11%	45	61%	43	36%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
		Sometimes observed	145	41%	3	4%	74	22%
		Total	355	100%	74	100%	215	100%
25	Gambling or gaming in any form.	Not observed	166	47%	38	51%	102	49%
		Seriously observed	62	18%	33	45%	48	31%
		Sometimes observed	126	36%	3	4%	65	20%
		Total	354	100%	74	100%	214	100%
26	Bringing/Using mobile (cell) phone at school.	Not observed	200	57%	3	4%	102	30%
		Seriously observed	58	16%	28	38%	43	27%
		Sometimes observed	94	27%	42	58%	68	42%
		Total	352	100%	73	100%	213	100%
27	Inciting mob action or Participating in unauthorized political activism/protest in school	Not observed	42	12%	36	49%	39	31%
		Seriously observed	248	70%	32	44%	140	57%
		Sometimes observed	62	18%	5	7%	34	12%
		Total	352	100%	73	100%	213	100%
28	Striking or injuring school employees and school property	Not observed	254	72%	30	41%	142	56%
		Seriously observed	34	10%	43	58%	39	34%
		Sometimes observed	66	19%	1	1%	34	10%
		Total	354	100%	74	100%	214	100%
29	Lack of student interest and negative attitude in a subject matter	Major cause	188	53%	38	53%	113	53%
		Minor cause	119	33%	31	43%	75	38%
		Never a cause	50	14%	3	4%	27	9%
		Total	357	100%	72	100%	215	100%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
30	Inability of student to perform well/satisfactorily	Major cause	155	43%	43	60%	99	52%
		Minor cause	131	37%	26	36%	79	36%
		Never a cause	70	20%	3	4%	37	12%
		Total	356	100%	72	100%	214	100%
31	Inability of teachers to effectively communicate with some students	Major cause	226	63%	5	7%	116	35%
		Minor cause	92	26%	52	74%	72	50%
		Never a cause	36	10%	13	19%	25	14%
		Total	354	100%	70	100%	212	100%
32	Imbalance between student rights and students responsibilities	Major cause	251	70%	15	22%	133	46%
		Minor cause	74	21%	33	49%	54	35%
		Never a cause	32	9%	20	29%	26	19%
		Total	357	100%	68	100%	213	100%
33	Lack of parental support	Major cause	163	46%	44	62%	104	54%
		Minor cause	131	37%	26	37%	79	37%
		Never a cause	59	17%	1	1%	30	9%
		Total	353	100%	71	100%	212	100%
34	Student disrespect for Teacher, Authority/Rules	Major cause	151	43%	30	42%	91	43%
		Minor cause	140	40%	32	45%	86	42%
		Never a cause	62	18%	9	13%	36	15%
		Total	353	100%	71	100%	212	100%
35	Failure of teachers to adhere to existing disciplines, policies and orders	Major cause	148	42%	12	17%	80	30%
		Minor cause	125	36%	43	61%	84	48%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
		Never a cause	76	22%	16	23%	46	22%
		Total	349	100%	71	100%	210	100%
36	Lack of administrative support/luck of follow-up	Major cause	174	50%	15	21%	95	35%
		Minor cause	133	38%	45	63%	89	51%
		never a cause	44	12%	12	17%	28	15%
		total	351	100%	72	100%	212	100%
37	Teachers inability to maintain discipline	Major cause	172	49%	8	11%	90	30%
		Minor cause	120	34%	45	63%	83	49%
		Minor cause	59	17%	18	25%	39	21%
		Never a cause	351	100%	71	100%	211	100%
38	Inability to prepare and implement effective lesson planning	Total	166	48%	7	10%	87	29%
		Major cause	121	35%	40	55%	81	45%
		Minor cause	61	18%	26	36%	44	27%
		Never a cause	348	100%	73	100%	211	100%
39	Failure to integrate methods and contents with abilities and needs of learners	Total	192	55%	24	33%	108	44%
		Major cause	103	29%	36	50%	70	40%
		Minor cause	56	16%	12	17%	34	16%
		Never a cause	351	100%	72	100%	212	100%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
40	Increment of student number in each class	Total	154	44%	34	54%	94	49%
		Major cause	113	32%	29	46%	71	39%
		Minor cause	84	24%	0	0%	42	12%
		Never a cause	351	100%	63	100%	207	100%
41	Lack of parental support	Total	162	46%	44	62%	103	54%
		Major cause	132	38%	26	37%	79	37%
		Minor cause	57	16%	1	1%	29	9%
		Never a cause	351	100%	71	100%	211	100%
42	Improving staff, student and PTS relationship and work together	Never used	185	53%	11	15%	98	34%
		Sometimes used	121	35%	41	57%	81	46%
		Always used	41	12%	20	28%	31	20%
		Total	347	100%	72	100%	210	100%
43	In or Out of school suspension	Never used	128	37%	15	21%	72	29%
		Sometimes used	148	42%	44	63%	96	53%
		Always used	73	21%	11	16%	42	18%
		Total	349	100%	70	100%	210	100%
44	Allowing peers to work/resolve problems	Never used	125	36%	19	27%	72	31%
		Sometimes used	133	38%	36	51%	85	44%
		Always used	90	26%	16	23%	53	24%
		Total	348	100%	71	100%	210	100%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
45	Teaching parents to recognize and correct discipline problem at home	Never used	181	52%	31	44%	106	48%
		Sometimes used	129	37%	34	48%	82	42%
		Always used	38	11%	6	8%	22	10%
		Total	348	100%	71	100%	210	100%
46	Praising or awarding students for good behavior	Never used	166	48%	19	27%	93	37%
		Sometimes used	95	27%	41	58%	68	43%
		Always used	87	25%	11	15%	49	20%
		Total	348	100%	71	100%	210	100%
47	Warning	Never used	42	12%	3	4%	23	8%
		Sometimes used	131	38%	56	79%	94	58%
		Always used	176	50%	14	20%	96	35%
		Total	349	100%	73	103%	211	101%
48	Corporal punishment	Never used	119	34%	38	52%	79	43%
		Sometimes used	140	40%	33	45%	87	43%
		Always used	89	26%	2	3%	46	14%
		Total	348	100%	73	100%	211	100%
49	Asking professional for help	Never used	192	55%	35	48%	114	52%
		Sometimes used	112	32%	31	42%	72	37%
		Always used	43	12%	7	10%	25	11%
		Total	347	100%	73	100%	210	100%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
50	discussing with different stakeholders to solve the problem	Never used	186	53%	32	45%	109	49%
		Sometimes used	116	33%	34	48%	75	41%
		Always used	46	13%	2	3%	24	8%
		Total	348	100%	71	100%	210	100%
51	Developing and employing strong school/classroom rules	Never used	119	34%	23	32%	71	33%
		Sometimes used	145	42%	44	61%	95	51%
		Always used	85	24%	5	7%	45	16%
		Total	349	100%	72	100%	211	100%
53	Recoded Severity	Not observed	104	29%				
		Seriously observed	253	71%				
		Moderately observed	1	0%				
		Total	358	100%				
55	Trends in Misbehavior	Increasing	301	87%	61	85%	362	87%
		Decreasing	24	7%	8	11%	32	8%
		Remained same	20	6%	3	4%	23	6%
		Total	345	100%	72	100%	417	100%
56	Effects of Student Misbehavior (three important consequences)	Disrupting the teaching learning process	876	82%	153	72%	1029	80%

SN	Variable	Responses	Students		Teachers		Composite	
			Freq.	%	Freq.	%	Freq.	%
	Personality and Performance of the student involved		126	12%	18	8%	144	11%
	Physical and Psychological harm on other students		60	6%	33	15%	93	7%
	Damaging property School		12	1%	9	4%	21	2%
	Total		1074	100%	213	100%	1287	100%

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been properly acknowledged and listed in the reference section.

Name: _____

Signature: _____

Date of Submission: _____

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

Name: _____

Signature: _____

Date: _____