

FACTORS AFFECTING STUDENTS DISCIPLINE IN BURKA SECONDARY SCHOOL



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ABSTRACT

This senior essay argues that student discipline problem, 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 Burka secondary school. Primary and secondary data were collected and analyzed. Quantitative data obtained from the survey of sample students (120) and teachers (15) as well as qualitative information obtained from a total of 2 key informants and 7 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 discipline problem that disrupts the classroom environment are highly prevalent. The problem of students discipline 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 student's discipline problem 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 disciplinary rules and regulations was the central tenet. In the end, the study draws conclusions, on the prevalence, magnitude, trends, and cause 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.

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Acronyms

EFA: Education for All

FGD : Focus Group Discussion

GEQIP : General Education Quality Improvement Package

GTP: Growth and Transformation Plan

MDGs : Millennium Development Goals

MoE: Ministry of Education

PTA: Parent-Teachers' Association

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation and delimitation of the study, definition of the terms and organization of the study.

1.1. Background of the Study

Discipline is an important component of a human behavior as it directly defines the character of a human being. It is a product of acceptable values in the human society that one subscribes to and quite often it regulates human conduct and his/her relations with others. Some school's success growth and development is largely determined by the discipline standards of its stakeholders. According to (Otieno, 2012) discipline is a system of guiding the learners to make reasonable decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. (Wango, 2010) defines discipline as the training especially of the mind and character aimed at producing self-control, ordered behavior and skillfulness.

Koutseline (2002) defines student indiscipline as any student behavior that deviates from school expectations. These expectations may vary from school to school and also depend on societal perceptions of ideal behavior as understood in different cultures. In a school situation, indiscipline can be a serious obstacle to learning, and this has become a major concern of the educators and the public. (Tattum,1989) observed that American public educators, parents and students regard a school as successful when discipline prevails. Sound discipline is necessary if the school has to implement the curriculum effectively and achieve maximum performance. This attitude has been evident in public opinion polls that consistently rank school discipline as one of the biggest problem facing America public schools.

Recent data from the National Centre for Educational Statistics in America indicate that student twelve to eighteen years of age were victims of about 1.4million nonfatal crimes at schools, including about 863,000 thefts and 583,000violent crimes of which 107,000 were considered serious. According to the Institute of education sciences (2004) more than one – quarter of public schools reported various forms of indiscipline either on daily or weekly basisJoshuahWainainaKimani (2013).

These indiscipline cases included bullying, acts of disrespect for teachers, verbal abuse for teachers, racial tension, widespread disorder in classrooms, undesirable gang activities and undesirable cult or extremist activities (Joshuah Wainaina Kimani (2013).

Alongside this, the issue of school size has become of great interest to educators and policy makers (State Board of Education, 2000). The demand for safer schools and the need to help all students reach high achievement standards have increased. Therefore, school size appears to have considerable impact on both students' achievements and discipline in the school. Hence smaller size schools seem to invite more personal attention, less anonymity for students, better attention to individual needs and a more caring environment (Endya, 2007).

Evidence from various studies reveals that a common pattern of discipline problems prevail in schools both in developed and developing countries. In many African countries, studies attribute discipline problems in schools to uncondusive home environment, negative peer pressure, lack of parental guidance, mass media, weak school leadership and of late, championing of child rights by human rights activists (Magana, 2009). Indiscipline students pose a great challenge for teachers in their fundamental bid to educate children effectively. This consequently undermines the role of school as a socializing agent (Koutseline, 2002).

According to (Jordan, 1995) noisiness, vandalism, smoking marijuana and drinking alcohol were the most prevalent forms of indiscipline in Zimbabwean schools. However it was found that there are more tardiness, truancy and vandalism in schools dominated by whites while more noisiness, marijuana smoking and drinking of alcohol is quite common in schools dominated by children of the black people. (Mukama, 2005) attributed this widespread disorder in schools to peer influence. He argued that when a child begins school, he or she moves from the family environment and begins to relate more to his or her peer group. This is the phase where the young people feel accepted and where they feel free to speak of things that are important to them. Such groups have a considerable influence on the behavior and attitudes of the individual, since they participate in their activities in order not to be rejected. Thus peer group is a source of great influence during the time of adolescence.

According to (Zindi, 1995) parents in Zimbabwe seem to be in favour of schools using corporal punishment to instill discipline amongst students. The school administrators are empowered to use the cane statutory instruments 65 of the Constitution of (Zimbabwe, 1992). Once they do so, they should keep a record of the type of offence and how the punishment was administered (Zindi, 1995). To date, this has not changed much. According to (Chemhuru,2010) the modes of punishment have not changed despite the growing consensus that punishment breaks children's fundamental human rights. It is permissible to punish students through the use of the whip, labour or suspension in a way that is compatible with societal norms and values.

Despite such measures, Bell and Bolam (2003) observe that there is a consensus between scholars and policy makers that there has to be education reforms that would result to substantial changes in the roles of head teachers in enhancing discipline. They further observed that school leadership and management as vested in the senior staff in the schools and especially head teachers is regarded by policy-makers and practitioners alike as a key factor in ensuring a schools' success. Thus head teachers should be supported and trained to raise educational standards as well as the students' behavior.

Education in Ethiopia especially Secondary Education has a long and rich history of educational traditions. The present formal program is divided into kindergarten, general, technical-vocational and tertiary education program. 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 (Alemayehu, 2012).

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. (Alemayehu, 2012)

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 Shashemene school. 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).

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).

WorkuTeshome (2014) in his study in in East Hararghe Zone found out that ineffective curriculum supervision by head-teachers, mass media and negative community influences were the causes of indiscipline in secondary schools students of Beddenno High School broke all the windowpanes and broke down all the wo

Oden doors in the school. According to the area Woreda Education Officers, in 2015a student at Beddenno secondaryschool East Hararghe Zone more than eighty students from Beddenno secondary schools were ordered out of the school after they destroyed property worth two million Birr (Abreham,2015).According to BeddennoEducation Officers, the students were protesting against the decision by the government about the Finfine and the special Oromiya Zones (Mekonnen, 2015).

The researcher observed that Social environment of school difficult to maintain harmony with peers and teachers which resulted abnormalities in discipline and behavior such as dishonestly desire to escape from school and class, cheating on the examination, self-indulge, and sexual deviant behavior and absenteeism are some of disciplinary problems of students.This causes that the average score of national examination of grade 10 students of Burka secondary school is only.Therefore, this study intends to investigate school based factors that influence discipline among students in Burka secondary school in GolaOda Woreda.

1.2. Statement of the Problem

Now a day's schools at all levels of education are deeply concerned about their students' disciplinary problem. Students' disciplinary problem is becoming the primary concern of parents, teachers, instructional leaders and other concerned bodies in the education system. Because, first and foremost, if the behavior of students failed to clearly understood, defined and the necessary intervention prepared and implemented, the overall teaching learning process is considered as futile exercise. Hence, one can easily conclude that understanding and tackling students' misconduct is a prerequisite of the teaching learning process. In practice, most secondary schools in Ethiopia exercise such problems where by teachers becoming handicapped to effectively and efficiently to conduct the teaching learning process, parents lack clear insight about their children progress both academically as well as their characters, and principal applying the old ways of managing students' disciplinary problem that have been produced little results so far.

According to (MoE, 2005, MoE,2010/11), 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 Alemayehu,2012).

Alemayehu (2012) in his study shows that, comparisons of performances, however, showed that both secondary schools in Oromiya region are by far below the national average. During the past five years (2006/2007-2010/2011), the average percentage of students who scored a passing grade averaged at national 52%, for Oromia region 26% and 29% for Shahsemene secondary school. The percentage of students with passing score for Oromiya and Shashemeneschool in the year 2010/11 is 38% and 35%, respectively. (MoE, 2010/11)

Similarly, 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.

Therefore, clearly identifying, defining, assessing and taking intervention upon students' disciplinary problem should be considered as the primary task of all at all time if the pre intended teaching learning objective to be met.

Students' misconduct have been linked with their learning out comes and may reduce class participation or eagerness to learn. One of the problems students' misconduct in the teaching learning process is not only disturb the process acquiring knowledge or skills but also take the lion shares of teacher's time in the process of managing students' behavior with the expense of content delivery (Nigste,2014).

In secondary schools the situation is worse than in primary schools, because the learners, as adolescents, now become aware of their rights, namely to privacy freedom of religion, belief, opinion, and expression, among others (Republic of South Africa RSA,1996:8 & 9). Goldstein, Harrotunian and Conoley (1994:9) maintain that the nature of leadership and governance in a school could have a significant influence on the lack of discipline in those schools. They (1994:9) are of the opinion that the size of the school can determine the extent of the disciplinary problems. They argue that bigger schools are more at risk than smaller schools, as aggressive behavior occurs more frequently in the more crowded school locations, like the stairways, hallways, and cafeterias, but less frequently in the classrooms. The intensity of the problems are likewise not the same from

school to school. This is something that this research has to investigate. Educators throughout the world share the same sentiment regarding the fact that the lack of discipline in schools makes it impossible to teach effectively. The majority of Educators struggle to find effective solutions to the problem (Porteus, Vally& Tamar 2001:1). It is for this reason that a study concentrating on this aspect is important.

Factors outside the school also play a role. According to Walker, Colvin and Ramsey (1995:155), antisocial, and aggressive learners generally come from home environments where their daily needs are not met or attended to. This includes not being served meals, not having an indicated time for going to bed, and a lack of parental control. According to Stark (in: Major 1990:22), there are hundreds of reasons influencing secondary school learners to misbehave at school, such as, for instance, struggling with hormonal changes; seeing society as deserving criticism and reshaping; a shortage of wisdom to learn from experience; a lack of religion; racism; poverty; and child abuse. In addition, Major (1990:22) indicates reasons the educators give for learners' misbehavior, including learners who want attention, who see too much violence on television, who have low self-concepts, have no supervision at home, are bored, and do not know of any better.

In this regard, a recent survey in the United Kingdom indicated that 50% of secondary school teachers spend extraordinary amounts of time controlling learners (Fields, 2000). Hyman & Snook (2000), in their survey study show that in spite of encouraging signs of a decrease in incidents of misconduct the lack of discipline in schools in the United States of America constitutes a major problem, according to the teachers as well as the broader community perspectives. He stated that learner misconduct is an increasing concern in South African schools when the country undergone a dramatic transformation over the last 25 years. As a result, its society faces multiple challenges impacting on the education of its young people. Astor, et.al (1999) also stated the important value of teacher interventions in the deterrence of student misconduct, with special reference to teacher interventions that are caring interventions yet, there is little information available, beyond these results, on the connection between teachers' efficacy and its effect on learner behavior.

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 of the problem. 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 of students.

Burka 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. For example the result of Burka secondary school National examination (Ethiopian General Secondary Education Certificate Examination) of 2007 showed only an average 52% of the students who sat on examination have earned a passing score i.e. 2.00 and above. Yet, the problem of misbehavior is believed to be much more pronounced due to a multitude of factors. Burka secondary school is found in Gola Oda Woreda which is one of East Hararghe Zone pastoral remote Woredas that parent and their children have no awareness about education. 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 Burka secondary school. The combined effect of this on the likelihood of student misbehavior is clear.

This senior essay, 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 Burka secondary 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. This research is unique. Almost no researches have been made related to factors affecting students discipline problem in East Hararghe Zone of Gola Oda Woreda Burka secondary school the researcher has been initiated to conduct this senior essay.

Therefore, purpose of this study is to answer the following basic questions.

1. What are the most commonly encountered disciplinary problems that are being experienced in secondary schools?
2. What are the major both in and out of school factors for student's disciplinary problems among the Burka secondary schools?
3. To what extent do stakeholders participate in solving discipline problems?
4. To what extent do disciplinary problems of students affect the teaching learning Process?
5. What measure should be taken to solve the problem under the study?

1.3. Objectives of the Study

1.3.1. General Objective

The objectives of this study will to identify the level of students discipline problems and dominant factors attributing to the students discipline problems and its effect on on the teaching learning process in Burka secondary school in GolaOda Woreda in 2008.

1.3.2. Specific Objective

1. To identify the types indiscipline acts prevalent among secondary school students.
2. To identify common causes of indiscipline acts among secondary school students.
3. To identify possible ways school authorities and teachers have managed their students' indiscipline acts.
4. To examine the role of parents and school community in minimizing the problem.

1.4. Significance of the Study

Besides helping the researcher to gain knowledge about students' discipline problems in secondary schools, this study will hope to provide benefits for the schools in the study. The findings from this research will help to provide schools with new ideas and strategies to tackle or curb students' discipline problems in school. The findings of this study will also give teachers clearer understandings of the main factors causing discipline problem among students. Additionally, the findings will be helpful to the school, to identify the problematic areas of their students in every possible way. Moreover, it will suppose that to lay vital for the measures to be taken by concerned body school principals, teachers and PTA's. On the other hand, this study may benefit the school to have peaceful school environment and it enable the school to produce disciplined, democratic and knowledgeable citizens who contribute for the success of their school vision. Furthermore, it may serve as a base for other researchers who want to make further investigation on the issue.

1.5. Delimitation of the Study

This study is confined to student investigate the assessment of disciplinary problems of students in Burka secondary school in Hararghe Zone, GolaOdaWeredaonly. There are 65 Schools in GolaOdaWereda. To make the population manageable and due to money, time and other resource constraints the study were delimit to Burka secondary school. This is selected because the problem of students discipline problem in this school is highly observed. The other one is that, the researcher has a long time experience in this area so that she is much familiar with the problem to conduct the study effectively. The respondents were include PTA, Principal, vice-principal, Teachers and students. Conceptually, the study was delimited to factors affecting students discipline problems.

1.6. Limitation of the Study

This study like other studies was not free from limitations. Thus, there are different things that limited its progress and effectiveness. So that in this study the researcher was encountered the following limitations. It is strongly believed to cover a large area including a large population size in the research would be invaluable to get more credible information. However, the capacity of the researcher was limited to focus on one secondary school due to time and financial problem. So the study was not included other schools. The other constraint was the scarcity of reading materials and insufficient network in the area. Nevertheless, every possible effort has been made to make sure that whatever has been done within the constraints becomes to be valid.

1.7. Definition of Operational Terms

East HarergeZone(EHZ):- Hierarchal administration sub-division of Oromiya regional state which is found in East Harerge.

Parent Teachers Association:-an organ which is formed from the coalition of representatives of parents and teachers in schools. It is a higher organ which has a power on administrative issues and plays facilitation role between schools and the communities (MoE 1994).

Secondary Schools: - Educational institutions which are first cycle of secondary schools (from 9-10 grades).

Woreda:- a division or area marked off, developed for administrative purpose, with defined authority and responsibility, having the summated population size about 100,000 and mandated of regional constitutions (proclamation No 7/1992).

Principals: - head teachers those who administer /lead/ secondary schools for the purpose of the attainment of the goals and objectives of these schools.

Vice-principal:-is an administrative officer who plan and implement strategies to develop leadership skills and knowledge of current trends weller,et al.(2002).

1.8. Organization of the Study

This senior essay is organized in to five chapters. The first chapter deals with the introductory part of the study that consists of the background of the study , statement of the problem including basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study. Chapter two deals with review of related literature, in this section some scholar's views and points about the concept of disciplinary problem, causes of disciplinary problems and preventive or proactive management would presented chapter three deals with the research design and methodology. Under this section, research methodology, sources of data, sample population, sampling techniques, instruments and techniques of data collection and methods of data analysis of data were discussed. Chapter four deals with data analysis and interpretation, in this section the response from principals, teachers, students, PTAs and document were analyzed and interpreted. Lastly, chapter five discuss summary of major findings, conclusions and recommendation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter discusses the concepts of discipline, the nature and development of students' disciplinary problems, origin of students' disciplinary problems, types of students' disciplinary problems, factors contributing to students' disciplinary problems, the approaches of handling students' disciplinary problems and types of discipline respectively.

2.1. The Concept of Discipline

Discipline is the key component to effective school or classroom management. The word discipline has wider significance and has been used more often in the field of education. The definition of the term suggests that discipline can have quite a lot of different implications for schools. The component of the definition that relates to teaching seems much more positive than the components that include negative expressions such as, punishment and strict control.

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 instructionalactivities (Supapron, 2000; Doyle, 1986).

Alemayehu, (2012) says that 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 misbehaviors 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).

Teachers, students, parents and public who directly or indirectly participate in the education process, place discipline as one of their major concerns. Without good discipline there is no success. To dig out and get the cause of students' disciplinary problems, it is recommendable to study the theoretical nature and development of students' behavior problems. (Abraham 2009:p4).

In fact, the school has its own significant role in the development of students' behavioral problems. Even though parents do not perceive the unacceptable behavior of their children, the research finding shows the root cause of the students' disciplinary problem is the Child's home.

Olaitan et al (2013: p10) indicates, the decline of indiscipline in most schools are originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators and some have a laissez-faire approach towards their children. There are some factors related to the lack of parental involvement that influence indiscipline. Single parent homes, a lack of parental control at home, the negative influence of television, neighborhood and community problems that influence the home and value differences between the home and the school are some of the disciplinary causes listed by the researchers. The main school associated causes of students disciplinary problems according to Olitan et al were, unclear or inconsistently perceived school rules by the stakeholders, in such a case students do not believe in the outlined rules. In the same manner teachers and school administrators do not recognize what the rules imply or complain

about the necessary responses to be given to student misconduct. Teacher- administration smooth relationship failed for needed and common result and also teachers attitude need to be changed positively towards the issue. Moreover the absence of adequate resources and the school size were also among the causes for student's disciplinary problems.

Morongwa (2010:p38) further stated, When relationships are already difficult, the additional stress caused by poor housing conditions, poverty and unemployment can lead to increasingly fraught and hostile parental interchanges which inevitably affect the children and destabilize the whole atmosphere of the family. A variety of problems related to family background have been found to accelerate the risk of the children having emotional and behavioral difficulties at home or at school.

The more stable and consistent the parents, the more stable and accommodating the children. Moreover, AlemayehuTegenu (2012), indicates, the causative factors to the problem of discipline as follows:

From 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 strategies to engage difficult students as a prevention effort. The absence of strict Rules and Regulations were found to cause misbehavior among students in secondary school. In addition, poor support to the school from the society and government were also identified as causative factors.

Children with conduct disorders generally come from disrupted, disorganized families characterized by absence of the parents, especially the father, by divorced or separated parents, by lack of affection within the family, by poor or inconsistency management (Olaitan et al 2013).

Therefore, the leading causes of the students' disciplinary problems are poor follow up of the family's poor support from the society and the government, poor handling of students disciplinary problems from the school administration's side, were the frequently identified causes of the students' disciplinary problems in the literature review. Therefore, the origin of students' disciplinary problem stem from family back grounds to school and to the classroom situations. In the next session, the types of disciplinary problems shall be discussed.

2.2. The Theoretical Nature and Development of Students Behavior Problems

FekaduWakjira (2000:p16), indicates, theoretical approaches in understanding the nature of behavior problems have tended to focus on an individual. The key concept that identifies the problem and provides specialists assistance for children and adults with behavioral problems are almost all of medical origin. The medically oriented establishment has remained resistant, to some extent, to arguments against the underlying medical model and the type of intervention it provides.

Behaviorism has extended to dominate attempts to understand and deal with emotional and behavioral difficulties in education.

Therefore, students' behavioral problem is analyzed from various angles of unsatisfied/unfulfilled needs during childhood. Emotional, behavioral and psychological difficulties, which could have negative connotation with education can be developed if any of the developmental stages are not satisfied. Disciplinary problem of the student is significantly seen in school; many parents think that the problem is emanated from the school. But the reality is not only from the school. Therefore, the real origin of the students' disciplinary problems needs to be identified.

2.3. Types of Students Disciplinary Problems

There are many types of disciplinary problems which could be exhibited in the school. Different authors identified different disciplinary problems. AyalewShibeshi (1996: 209) reported 15 types of disciplinary problems in junior and senior secondary schools based on the results of his study entitled School Discipline and Corporal Punishment in Ethiopian schools. They are listed below according to the rank order of their seriousness from high to low.

Not doing homework ,cheating in examination ,tardiness or late coming, truancy or absence, jumping over the fence , lack of interest in education ,poor classroom participation, Property damage or vandalism, telling lies, fraud, fighting among students, bad habits e.g. smoking, getting drunk, Insulting/attacking, teachers, profanity and theft.

Rosen (1997:51-52), an American author also, distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely: defiance of school authority, not reporting to after school detention or Saturday school, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft

and leaving campus without permission. The other common types of disciplinary problems experienced in American schools mentioned by Donnelly (2000:1-3), include fights, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. Disciplinary problems are almost the same in different schools although the intensity may differ from school to school.

This is the reason why authors Many parts of the world keep on mentioning the same types of disciplinary problems. Misbehavior in number of schools in Namibia inhibits optimal teaching and learning. Recurrent disciplinary problems in that country include disrespect, disobedience, fighting and class disruption, leaving books at home and failing to do homework.

Morongwa (2010:p25) adds three distinguishes overlapping types of misbehavior which are regarded as disciplinary problems for the educator in the classroom, namely: misbehavior that inhibits the learners own learning, misbehavior by one learner which is destructive to the learning of another and misbehavior which is disrespectful and defiant to the educator. To him, misbehavior could be committed intentionally or unintentionally. He further outlines the situations where the learners' behavior could become real disciplinary problems for the educator and could impact negatively on his/her moral. He identifies six problems of educators.. A learner consistently coming to class late and disrupting the flow of the class, He/she talks while the teacher is addressing the class, .she/he write graffiti on school property, student continuously calling out in class, while others are listening and asking questions that have already been answered, one defies the teacher and refuses to follow instructions. One moves around in the class to the point of becoming destructive.

Moreover, SelamawitAyalew (2012:23), enumerated typical classroom or school offenses or misbehaviors of students which are commonly observed in classrooms, in school compounds and outside school compounds, and on the way home to school and coming school to home.

These are: whispering while the teacher is explaining, showing off ,eating during the school period chewing-gum, throwing anything, talking back, passing notes to friends frequently tardiness, irritating other children, obscenity, inattentiveness, giggling, cheating, deliberate destruction of school property(vandalism),defiance, carelessness in work,imprudence, crowding and pushing, lying, forgetful violation of regulation, impertinence, truancy, rudeness, discourtesy, profanity and etc.

AlemayehuTegenu (2012:p18) uncovers a multitude of disciplinary problems and the causative factors to students misbehavior. He identified around 18 types of commonly observed student's disciplinary problems in his findings. Of which the first 5 are most serious, which include tardiness, truancy, cheating during examination, disturbing in the classroom and not doing homework. The next ranked problems include disrespecting teachers, fighting among each other, extortion/coercion and calling teachers by their names or nick names, and disobedience to the orders of their teachers school.

related factors are management problems, lack of facilities, large class size and problem of teacher's personality and lack of teaching skills. According to the researcher's own daily observation, the types of disciplinary problems listed above are mostly caused by particular learners and they have impacted negatively on educators moral.

Olaitan et.al. (2013:p8), also lists several types of misbehavior which make the work of educators difficult. These include:- repeatedly asking to go to the toilet, missing lessons, absconding, smoking in the toilets, pushing past the educators, playing with matches in class, making rude remarks to the educators, talking when the learner is supposed to be writing, being abusive to the educator, fighting in class, chasing one another around the classroom, taking the educator's property, wearing bizarre clothing or make-up, cheating the educator, leaving class early and commenting on the work.

2.4. Factors Responsible for Disciplinary Problems

2.4.1. Factors in School

In secondary schools, the disciplinary problems are worse than in primary schools because the learners are adolescents.They become aware of their rights, privacy, and freedom of religion, belief, opinion and freedom of expressing their opinion.

Factors which may determine the types of problems in schools are the size of the school, the managerial skill of the principal and the socio-economic backgrounds of the learners. Goldstein, Harrotunnian and Conoley (1994:9) maintain that, the nature of leadership and governance in a school could have a significant influence on the lack of discipline on those schools. They also, express their opinion that, the size of the school can determine the extent of the disciplinary problems, because bigger schools are more at risk than smaller school.

Hernandez and Seem (2004:256) believe that, school violence is a reflection of the school climate. Factors such as higher expectation among school staff, learners and parents learner achievement, orderly school and classroom environment and high educator moral may lead to the positive treatment of learners. In order for a satisfactory climate to exist within a school, a certain level of discipline must exist. In schools where discipline is a serious problem, for instance, where students bully others, parents can transfer their children to better schools, because the well behaved usually perform well.

Troublesome students can sometimes make teachers react emotionally to the extent of using punishment. The school can contribute to the development of behavior problems in several rather specific ways. Teachers may be insensitive to student's individuality and may require a mindless conformity to rules and routines. Teachers may hold too high or too low expectations for the student's achievement, conduct and communicate to the student who disappoints these expectations that he/she is inadequate or undesirable (Kauffman, 1988.in FekaduWakjira 2000:39)

In survey in New York, educators mentioned that managing disruptive children was the most stressful problem of their professional lives and it was rated as the highest stress factor among educators regardless of age, type of school, district, sex, marital status or grade level (Seemon 2000:16).

The other cause of students' disciplinary problem is class size which concerns educators for various reasons. Learning can only occur positively when lessons are under appropriate conditions for both students and teachers. The class size has its own facilitating or hindering activities of teaching and learning. As the number of students in classroom increase, the complexity of the student's personality also demands serious attention. (DestaAbera 2001:34& 37).

Moreover, (Morongwa,2010:p42), agrees and indicates that some educators do not know how to control poor learner behaviors. Such educators handle disciplinary problems in an unpleasant manner. For example, they might lose their self-control and scream at the learners. Thus, some educators' frustration with their students' unacceptable behavior leads to stronger- than -desired – responses. This may lead to greater disciplinary problems and lower educator morale. toMorangua a well-planned lesson does not prevent disciplinary problems while a disorganized,

unprepared educator, instead of having problems, has chaos. Many educators become frustrated because they spend many hours developing what they believe are exciting, relevant lessons; only to have learner's misbehavior destroy the experience for everybody. According to him, educators at one school in the Western Cape reported high levels of absenteeism, truancy, laziness, substance abuse and supervision of assessments of achievements by learners. Consequently, many teachers are leaving the profession. Therefore, from the above researchers' view one can triangulate that, the types of disciplinary problems are almost similar but the extent of disciplinary problems differs from one school to another.

The term school climate describes the extent to which a school community creates and maintains a safe school campus; a supportive academic, disciplinary, and physical environment; and respectful, trusting, and caring relationships throughout the school community. The school factor or school climate influences the extent of disciplinary problems in school situations which in turn has an impact on educator morale (U.S. Edu.De.2014:p5).

a. The Relevance of the Curriculum

Curriculum is the totality of experiences that students obtain from the various activities that are carried out in the school situations and in various non-formal relationships between teachers and students. As a result curriculum is considered as a tool in the hands of the teacher to shape his students in accordance with his materials. This shows that it is an aid in the process of adjusting the learners to the situation in which they function and it reflects day to day activities of students in schools (Aggrawal 1995:190 cited in SelamawitAyalew, 2012:p42). Desirable curriculum organization and the ways in which it is applied in the classroom is determined by the competency and qualities of the teachers in many cases in African schools. Morongwa (2010) depicted, —deviant behavior is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities. He also emphasized the importance of linking the curriculum to the philosophy and customs of a particular society.

The more the curriculum is not related to the actual life of the society and needs, the more it would affect the feeling and hope of the learner towards learning. In the research done by Olaitan (2013:p10), it was ascertained that learners engage in several forms of deviant behavior if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims of that which are promoted by society. He further maintains that learners resort to take matters into their own hands if they believe that the curriculum is

irrelevant and boring. When the school curriculum is irrelevant to the needs and desires of the student, their motivation is very low. Therefore, the curriculum should centralize more to the societal aspiration.

b. Peer Group Related Factors

The peer group influences what the child values, what the child knows, what the child wears, what the child eats and learns. Therefore, the extent of these influences however depends on other situational constraints such as the age and personality of children and the nature of the group. There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behavior in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks. Students who are bullied by their peers are also prone to discipline issues in the school or in the class room. Although many students who are bullied became withdrawn in the classroom to prevent calling attention to themselves, others act out.

Often students who are bully are abused at home, leading them to lash out at their classmates in rare case students lash out at their classmates in class or even at their teacher (<http://www.eho.com/info>).

Moreover Kupers Midst and Curie (1990:13- 15) stated that, good peer relations are necessary for normal social development. Social isolation or inability to —link upl to social network is linked with many problems and disorders ranging from delinquency and problem of drinking to depression. Poor relations in childhood are associated with a tendency to drop out of school and delinquent behavior in adolescence but harmonious peer relations in adolescence are related to positive mental health.

The changes which take place during adolescents, such as the attainment of physical status of adult, the development of mental ability, the changing and developing of new trends of relationship with the opposite sex are all causes of behavior problems during adolescent age or school age. Besides, the desire to be recognized and to get approval by peer group is high. Their concern for social and economic changes also brings a change in behavior. One of the most important functions of peer group according to the research findings is providing a source of information and comparison about the world outside the family (SelamawitAyalew 2012: p41).

Children receive feedback on their abilities from their peer group. They evaluate what they do in terms of whether it is better than, as good as or worse than what other children do. Poor peer relationships were closely associated with social intellectual skill deficits. When a family has been unable to fully meet a child's needs, other adults who play a significant role in the child's life have extraordinary potential for influencing the child in taking charge of his or her life. It is obvious that peer influence can lead to discipline problems and delinquent behaviors both inside and outside of school. It is also clear that one of the major ways that deviant youths become even more deviant is through unrestricted interaction with deviant peers. Criminality is socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes learning the techniques to commit delinquent acts. Peer group related factors are also the influence of peer groups having low academic performances. Student's personal related factors psychological health problems, self-isolation, violence and hostile feelings were among the most important causes of misbehavior (Louis Rosen 2013:31).

c. Administration of school rules and regulations and students' discipline in secondary schools

Mafabi (2004), stated that management is the process of working with and through people to accomplish organizational goals. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behavior can be defined as the shared expectations of a group of people.

Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 1998). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization. Lupton and Jones (2002), also concurred with Okumbe (1998), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice.

According to Adams (2003), schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adams, 2003). Also on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they

should not do. Despite this expectation, in most secondary schools in Kitui Central Sub-county, students break these rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect school discipline.

Matsoga (2003), found out that during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehavior that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students.

d. Out of School Factors

a. Parental or Home Related Factors

Most authors regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Bowman (2004) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Louw and Barnes (2003) affirmed that they have never seen a problem child, only problem parents. In his study, Varma (1993) also points out that those learners who behave badly at school do not receive proper discipline at home.

When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a *laissez-faire* approach towards their children.

Some other factors related to the lack of parental involvement in schools that influence discipline are, single parent homes; a lack of parental control at home; the negative influence of television; neighborhood and community problems that influence the home; and values differences between the home and the school.

b. Social and Economic Factors

Rossouw (2003) claims that, educators have reported that, they are uncertain, confused and afraid of infringing upon learners' right, and of being accused of misconduct. Saying that the over-emphasis placed on learners' rights may cause a "don't-care attitude" and a lack of regard for the educators' role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

Children who experience social alienation from others are often misbehaved.

According to Lewis (1991), this situation arises within most families where children feel rejected. This finding (the significant relationship between isolation and poor behavior) is supported by Butchart in 1998 when he indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. According to Butchart (1998), "These feelings experienced by the child may ultimately develop into what is referred to as "psychological pains", which may cause problems such as physical assault, gang violence, substance abuse, and many others".

2.5.Effects of Disciplinary Problem in the Teaching Learning Process

Students' disciplinary problems significantly affect the teaching learning process in the class room. When students' disciplinary problems reach certain point, instruction fails to have its intended purpose on the students learning out comes. Defining the seriousness of behavior in the class room is essential part of teaching learning process. (Hollin,1993) states several reasons why students' disciplinary problems are problematic:

1. It provokes and offends members of the teaching profession;
2. It is detrimental to the educational progress of the "bad child";
3. It may have untoward effects later in the child's life;
4. It may hinder and disrupt the educational and social progress of "good children" who share a class room with "bad children".

Although some studies posit that classroom and child processes may partially explain Associations between measures of class behavior and achievement (Bradshaw *et al.*, 2010), most fall short of elucidating the pathways. One way classrooms characterized by misbehavior may influence academic development is through children's Approaches to Learning. Approaches to Learning reflect a child's task persistence and ability to manage behavior, emotions, and attention in voluntary and adaptive ways. More adaptive approaches to Learning are linked to

better performance in reading and math (McClelland, Acock, and Morrison, 2006), more advanced vocabulary, literacy, and computation skills (Fantuzzo et al., 2007), and faster growth of academic skills throughout elementary school (Fantuzzo et al., 2007).

Classrooms with misbehaving students are likely to be characterized by distractions that inhibit adaptive approaches to Learning by challenging children's capacity to regulate their attention and to persist through difficult tasks. When elevated levels of misbehavior also compromise perceptions of safety and support, children can become less engaged in school, less eager to learn, and less able to focus attention on learning (Furrer and Skinner, 2003). Indeed, trusting and positive classroom climates have been linked to improvements in dimensions of approaches to learning such as participation, academic engagement, and task persistence (see Zins, Bloodworth, Weissberg, and Walberg, 2004, for review). Misbehavior may also compromise approaches to Learning by exposing children to higher levels of daily stress, which is associated with greater hypothalamic-pituitary-adrenal axis activation and elevated cortisol levels. In turn, these problems have been linked with behavioral inhibition and reticence (Rubin, Bowker, and Kennedy, 2009), and may reduce class participation or eagerness to learn. However, no studies to date have directly tested whether approaches to Learning are an important pathway through which classroom misbehavior affects learning.

Classroom misbehavior may also relate to academic achievement through teachers' instructional practices. Instructional quantity, structure, and pedagogical approach are three instructional dimensions associated with student achievement (Houts, and Morrison, 2008), and may be influenced by misbehavior (McKee, Rivkin, and Sims, 2010). The amount of instruction that students experience during the school day is an important predictor of learning, and may depend in part on the behavioral characteristics of children within a classroom (McKee, Rivkin, and Sims, 2010). There is significant variability in the amount of instructional time that students experience during elementary school. If high levels of classroom misbehavior require teachers to devote a greater amount of time to non-instructional tasks and thereby reduce the total minutes of instruction over the course of a school day, learning may be compromised (McKee, Rivkin, and Sims, 2010).

According to Nigste (2014) classroom misbehavior may also influence the structure of instruction that children experience. .

There is some evidence to suggest that teachers rely more heavily on undifferentiated large group instruction when instructing students with behavioral disorders (Vaughn, Levy, Coleman, and Bos, 2002). Although smaller groups are more effective in promoting learning and on-task activity, (Vaughn and Roberts, 2007), classroom misbehavior may reduce the feasibility of small-group instructional practices. When a teacher is engaged with a small group, the group experiences high levels of direction, instruction, and support for learning opportunities (Baker et al, 2008). However, the remaining children within the classroom may experience considerably less structure and support. This may be challenging for children with elevated externalizing behaviors, who have difficulty regulating their attention, impulses, and emotions when receiving less direct supervision from teachers (Vaughn, Levy, Coleman, and Bos, 2002). Teachers in classrooms with greater levels of misbehavior may therefore rely more heavily on whole-group activities, which may compromise the learning of all children in the classroom.

Finally, classroom misbehavior may affect learning by influencing the type of instruction children receive. Direct instruction is rooted in a behavioral transmission model of learning, whereby emphasis is placed on systematic, rigorous, content-driven instruction (Floorman and Torgesen, 2001). In reading, the direct approach emphasizes paper-and-pencil grammatical and vocabulary exercises, teacher-directed instruction in phonemic awareness, and repeated spelling or punctuation exercises (Bodovski and Farkas, 2007; Xue and Meisels, 2004). In math, the direct, or “traditional,” approach commonly emphasizes repetition and mastery of math facts, as well as worksheet or textbook-based skill development. Alternatively, constructivist instruction is based on Vygotskian principles that emphasize an interactive and collaborative acquisition of knowledge (Xue and Meisels, 2004). In reading, this might involve project-based activities, reading books aloud and to peers, or story-writing activities. In math, a constructivist, or “reform,” approach might include creative problem solving, experiential learning opportunities, and hands on manipulation. Teachers who utilize both approaches most effectively facilitate student learning (Bodovski and Farkas, 2007; Xue and Meisels, 2004).

Teachers with students who more regularly misbehave may opt to forgo constructivist approaches that require more child-directed tasks with lower levels of teacher supervision, in favor of more easily managed direct instructional techniques that have high levels of structure. In general, externalizing behaviors are least likely to occur during teacher-driven direct instruction, and most likely to occur during child driven independent and cooperative learning experiences (Nelson and Roberts, 2000). Teachers may implicitly understand this, as children identified with serious emotional disturbances spend considerably more time on worksheets and bookwork than in child-driven activities (Vaughn et. al., 2002). Thus, it is possible that children in classrooms with higher levels of misbehavior are exposed to more direct instructional styles that ease classroom management requirements. This may offset the balance of constructivist and direct approaches, and serve as a pathway linking classroom misbehavior and individual achievement.

2.6.Approaches to Handling Students Disciplinary Problems

According to Alemayehu (2012) 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).

2.6.1. 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).

2.6.2. 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).

2.6.3. 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)

2.6.4. 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.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter introduces the description of the methodology of the study, sources of data, subjects of the study, instruments of data collection and method of data analysis.

3.1. Research Methodology

The purpose of this study was to investigate disciplinary problems of students in secondary school in East Hararghe Zone GolaOda Woreda. Therefore, in this study a descriptive survey research method was used. This method was selected because it is appropriate when the aim of the study is to get an exact description of current status (Seyoum and Ayalew 1989). Wiersma (1995) mentioned that descriptive survey method becomes useful when the purpose of the research is to picture the current situation. In addition, they stated that descriptive research is a fact finding study with adequate and accurate interpretation of the findings. It also allows collection of the data using tools and documentary analysis describes and interprets what it is. It describes with emphases what actually exists such as current conditions, practices, situations or any phenomena particularly, descriptive survey method is one which is commonly used in educational research. Besides, qualitative approach was employed so as to obtain detailed information through interview. McLaughlin and others (2001) believe that for information that cannot be gathered through quantitative method, (which relies mainly on close-ended questionnaire) the qualitative method can be effective in obtaining such information.

3.2. Source of Data

In this study, data was secured from both primary and secondary sources.

3.2.1. Primary Source of Data

Primary sources of data were obtained from Parent Teacher Association (PTAs) members, Teachers, Secondary School Principal, Vice-principal and students. The selection of these as source of data was made based on a belief that they may have adequate information and experiences about the factors that affect students' disciplinary problems of selected secondary school.

3.2.2. Secondary Source of Data

Secondary data were obtained from pertinent documents including official reports, national policy and strategy documents, standards/regulations/guidelines, annual reports, websites, study reports and other relevant theoretical literature was reviewed.

3.3. Sample Population

Moser and Kalton, (1971); Borg and Gall, (1989) state that target population refers to all members of real or hypothetical set of people or events or objects to which the result of a research would be generalized. The target population for this study was consisting of 120 students, 15 teachers 1 principal 1 vice principal and 7 PTA members. Generally, this study was carried out with the participation of 144 participants.

3.4. Sample Size and Sampling Techniques

Gola Oda Woreda consists of 65 schools and it was difficult for the researcher to cover all over the schools because of time and economical problem. Nesbary (2000:13) argues that the use of the entire target population may be infeasible in some situations; for instance, collection of data from a large population covering a wide area may be somewhat difficult. So, the researcher select Burka secondary school because it is conducive for transportation and the researcher know well all about the school, so it makes easy for the researcher because it solves the above problems.

In this case, Burka secondary school was taken as a sample purposely. Teachers and Students were selected by simple random sampling. This sampling technique will also used in the selection of both teachers and students in the assumption that it would avoid bias. Also (Sarandokos, 2005) states that the main reason to use random sampling was to give equal chance to the sample size. For the interview, all of the 1(100%) principal and 1(100%) vice-principal and for focus group discussion all 7 (100%) PTA members were included in the study by purposive sampling technique in order to obtain sufficient information about students discipline problem in the school. This sampling technique is preferred to include participants in the study on the basis of their duties and position.

Table 1.Total Population and Sample Size

The total populations the researcher will take for the study are shown as below.

S.N	Types of respondents	Total populations	Sample Size	%	Sampling technique
1	School principals	2	2	100%	senior sampling
2	Teachers	30	15	50%	random sampling technique
3	Students	380	120	31.6%	random sampling technique
4	PTA members	7	7	100%	Senior sampling

3.5.Instruments and Techniques of Data Collection

3.5.1. Instruments of data collection

To collect relevant data from respondents the researcher was used questionnaire, focus group discussion and interview.

3.5.1.1.Questionnaire

The purpose of this instrument is to get sufficient information from the sources. Therefore, the researcher employed questionnaire for selected participants .The questionnaire used to gather information from students were prepared in English and is translated in to Afan Oromo version the locally spoken language in order to get appropriate information from respondents and to avoid language barrier. To make the questionnaires more manageable, both open and closed ended questions were prepared.

3.5.1.2.Document

The researcher was used document for analyzing different documents associated with the students' disciplinary problems from discipline record, minutes and home room teachers' record guide line, files and reports to identify students discipline problem strategy were examined to draw relevant data to support statistical description and interpretation. Researcher used in order to crosscheck with the existing reality.

3.5.1.3.Interview

The interview reports that obtained from two principals were first organized and major issues were 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.

3.5.2. Techniques of data collection

To identify the factors that affect students discipline problems and dominant factors attributing to the students discipline problems and its effect on the teaching learning process in Burka secondary school in GolaOda Woreda., the researcher need to collect data from different sources, Therefore, the following procedures were taken into consideration. The relevant literatures from books, journals, reports, thesis and internet were reviewed and applied to data. Then appropriate data gathering tools were prepared and pilot test was made before distributed to the respondents. After questionnaire are distributed to the selected participants and interview will made with principal and vice-principal, the data was collected from respondents and presentation and tabulation of data was made and then statistical tools for analysis and interpretation are selected. Having all the above activities will accomplished, report of the study findings were prepared.

3.6. Methods of Data Analysis

In this study both quantitative and qualitative analytical procedures were employed. The data gathered from teachers and students through questionnaire were tabulated and organized as per the respondents' category.

Finally the responses were analyzed in terms of percentage on the other hand; the data collected qualitatively through interview from principal and vice-principal and FGD from PTA Members and document review were triangulated and reported through narrative description.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

As indicated in the first chapter, the purpose of this study was to investigate and analysis the factors that affect disciplinary problems of students in Burka Secondary Schools by suggesting some possible alternative solutions as to how to improve the disciplinary problems of students in Burka Secondary Schools.

This part of the study deals with presentation, analysis and interpretation of the gathered data. The data were obtained from questionnaire, focus group, discussion. The analysis had been made based on the responses obtained from subjects, i.e. students, teachers, principals and parent teacher association members (PTAs).

4.1. Demographic Characteristics of the Respondents

Table 2 Age and Sex Categories of Sample respondents

		Students		Teachers		Principal		PTA	
		No	%	No	%	No	%	No	%
Age	14-15	-	-	-	-	-	-	-	-
	16-20	120	100	-	-	-	-	-	-
	21-30	-	-	5	33.3	-	-	-	-
	31-40	-	-	8	53.3	2	100	2	28.6
	41-50	-	-	2	13.3	-	-	5	71.4
	Above 50	-	-	-	-	-	-	-	-
	Total	120	100	15	100	2	100	7	100
Sex	Male	80	66.7	14	93.3	2	100	6	85.7
	Female	40	33.3	1	6.6	-	-	1	14.3
	Total	120	100	15	100	2	100	7	100

As depicted in table 1A the characteristics of the respondents are elaborated considering their age and sex. Regarding the contribution of respondents with regarding to their age, 100% of student respondents were between the age 16-20. Regarding teacher respondents, 33.3% of teacher respondents were between the age of 21-30, 53.3% or majority of the respondents were between the age of 31-40 and 13.3% of the teacher respondents were between the age of 41-50. Regarding the principal respondents all or 100% of the respondents were between the age of 31-40. Regarding the PTA respondents 28.6% of the PTA respondents were between the age of 31-40, whereas 71.4% or majority of the PTA respondents were between the age of 41-50. Regarding sex distribution of student's respondents, 66.7% of student's respondents were male and 33.3% of students respondents were female. 93.35% of teacher respondents were male and 6.6% of teacher respondents were female. Regarding principals, all or 100% of the principal respondents were male. Regarding PTA, majority or 85.5% of PTA respondents were male, whereas 14.3% of PTA respondents were female.

Table :3. Qualification and year of service Categories of Sample respondents

Qualification		Teachers		Principals		PTA	
		frequency	percentage	frequency	percentage	frequency	percentage
	Certificate	-	-	-	-	4	51.1
	Diploma	2	13.3			2	28.6
	B.A/B.ED	13	86.7	1	50	1	14.3
	M.A/M.SC	-	-	1	50	-	-
	Total	15	100	2	100	7	100
Year of service	1-5	8	53.3	-	-	7	100
	6-10	3	20	1	50	-	-
	11-15	4	26.7	1	50	-	-
	More than 15	-	-	-	-	-	-
	Total	15	100	2	100	7	100

In relation to qualification, 13.3% of the teacher respondents had college diploma the remaining teacher respondent's i.e 86.7% had first degree, 50% of the principals respondents had first degree, whereas 50% of the principal respondents had M.A degree. Regarding PTA, 51.1% of the PTA respondents had certificate, 28.6% of the PTA respondents had diploma and 14.3% of the PTA respondents had B.A degree.

Experience wise, 53.3% of teacher respondents were between 1-5 years, 20% of teacher respondents were between 6-10 years and 26.7% of teacher respondents were between 11-15 years. Regarding principals, 50% of the principals respondents were between 6-10 years where as 50% of the principal respondents were between 11-15 years. All (100%) PTA members were between 1-5 years.

Table: 4. Students Respondents by Grade and School

No	Item	frequency	percentage	
1	Grade	9	72	60
		10	48	40
		Total	120	100

As depicted in tble.4, 72(60%) of the respondents were from Grade 9, yet the remaining 48 (40%) were from Grade-10.

4.2. Presentation of Data

4.2.1. Analysis of Teacher's response

Table:5. Frequency and kind of disciplinary Problems

Nº	Variable/Item	Response	Frequency	%
1.	How often do you observe disciplinary problems of students in your school?	A. Always	9	60
		B. Usually	3	20
		C. Sometimes	2	13
		D. Rarely	1	8
		E. Not at all	0	0
		Total	15	100
2.	What kinds of disciplinary problems do you usually observe?	A. Physical conflict between students	5	33
		B. Psychological conflict	6	40
		C. Lack of students respect towards school community	4	27
		D. Using drug at school	0	0
		E. If any other specify	0	0
		Total	15	100

For question number 1 of table 1 which says how often do you observe disciplinary problems of students in your school? From the total respondents 9(60%) said that they always observe disciplinary problems in their school, 3(20%) of the responded that they usually observe the problem and 2(13%) said they sometimes observe students disciplinary problems. 1(8%) responded that they rarely observe the disciplinary problem.

From the above discussion we can conclude that the majority of the teachers observe disciplinary problems of students always. This shows that the students discipline problem is prevalent and widespread. School management, teachers and parents of students should work together on such kinds of disciplinary problems if they want to create a conducive school environment for the teaching learning process to be fruitful.

Meanwhile, the analysis of the qualitative data obtained key informants including the school principal and vice-principal also corroborate the above findings. For the key informants, non-compliance to the school instructions is a widely held phenomenon in Burka secondary school. 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. Furthermore, FGD participants also reached consensus on the prevalence of student misbehavior. During the discussions, the PTA members 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 PTA's admitted that cheating during examinations and homework is commonly observed by most students.

Table: 6.School related and teacher related factors

N _o	Variable/Item	Response	Frequency	%
1.	What do you think are teacher related factors that affect disciplinary problems of students?	A. Lack of leadership style	2	13.3
		B. Lack of good approach	3	20
		C. Lack of knowledge of the subject matter	4	26.7
		D. Disruptive behavior of teachers	6	40
		E. If any other	0	0
		Total	15	100
2.	What kinds of disciplinary problems do you usually observe?	A. Inadequate school facility	1	6.7
		B. Over crowding	3	20
		C. Lack of school leadership	2	13
		D. Unclear school rules and regulations	9	60
		E. Misconduct was usually ignored	0	0
		Total	15	100

For question number 1 of table 2 which says what do you think are teacher related factors that affect disciplinary problems of students the majority 6(40%) of them said that they think disruptive behavior of students. 4(27%) of them responded lack of knowledge of the subject matter of teachers affect disciplinary problems of students and 3(20%) 2(13%) responded that lack of good approach and lack of leadership style are factors that affect disciplinary problems of students respectively.

It is better to conclude that most of students disciplinary problems are caused by teachers disruptive behavior, lack of knowledge of the subject matter of teachers and lack of good approach to students. Thus teachers should be disciplined, well knowledgeable and approachable themselves if they want their students to be disciplined and to make the learning teaching process more interesting. Therefore, this shows that teachers should be prepared accordingly and master their subject matter to reduce or avoid student's disruptive behavior.

Question number 2 of table 2 says what do you think are other school related factors that affect disciplinary problem of students? For this question 9(60%) said unclear school rules, 3(20%)

responded overcrowding 2(13%) said lack of school leadership and 1(7%) said in adequate school facilities are school related factors that affect the disciplinary problems of students. From this discussion it is better to conclude that under school rules affected (Pave the way) for student's misbehavior (disciplinary problem) and over growing is also has a role in this problem. Therefore, schools to be peaceful and conducive environment for the teaching learning, for teachers, for students and school community, the stakeholders in the schools should communicate school rules and regulations for students now and then to reduce students' disciplinary problems.

Table:7. Disciplinary problems effect on students' achievement and ways of reduction

No	Variable/Item	Response	Frequency	%
1.	What kinds of students are usually accused of disciplinary problem?	A. Higher achievers	2	13.3
		B. Medium achievers	4	27
		C. Lower achievers	8	53
		D. Immature students	1	6.7
		Total	15	100
2.	How do you think these disciplinary problems can be minimized?	A. by communicating the rules clearly	5	34
		B. Dealing with family	6	40
		C. by applying the rules	2	13.3
		D. consultation treatment (raising awareness)	2	13.3
		Total	15	100
3.	Which body is responsible for resolving such problems?	A. PTA	4	26.7
		B. Principal	6	40
		C. Home room teachers	3	20
		D. Subject teachers	1	6.7
		E. Civic and ethical club	1	6.7
		Total	15	100
4.	How did you use to teat misbehavior of students?	A. By using corporal punishment	3	20
		B. By using psychological punishment	6	40
		C. By suspending them from school	4	26.7
		D. By pushing them to provide money	2	13.3
		E. I don't know	0	0
		Total	15	100

Question number 1 of table 3 says what kinds of students are usually accused of disciplinary problems? For this question 8(53%) said students who are lower achievers are usually accused of

disciplinary problems. 4(27%) said medium achievers are usually accused and 2(13%) responded higher achievers are usually accused of the problem. 1(7%) responded that immature students are usually accused of this problem.

Researchers such as (Alemayehu 2012, Tirunesh 2015 and Nigste 2014) identified 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.

Ayieko (1988) convincingly argues that students with good discipline tend to perform better than those who are undisciplined. Indeed academic performance is pegged on discipline as no study time is wasted in punishing deviant students. It provides a conducive learning environment for students in schools. In view of the above, it is evident that secondary school discipline must be maintained at all times.

It is only when there is good discipline that proper learning can be expected to take place and students perform well in examinations. School unrest disrupts learning thus leading to poor curriculum implementation. In this study it was noted that students unrest lead to destruction of school property, discouragement of teachers, poor academic performance, under enrollment, negative financial implication, dropout and general psychological suffering of the students.

Incidents of strikes have occurred in Kenyan secondary schools in which libraries and laboratories have been set ablaze leading to enormous financial losses. Obviously, without equipped laboratories and libraries, good performance in examinations is 'an illusion'. Lack of or inadequate or underequipped laboratories and libraries prevent students from greater understanding, reinforcement and retention of subject matter during private studies (Gregory (2010). Thus, students' indiscipline wastes a lot of time and this affects their studies hence their performance. Following the students' indiscipline, the resource materials and facilities are wasted, teacher-student relations are strained and the climate of mutual respect necessary for learning compromised. A survey conducted by the Ministry of Education, Kenya, listed lack of assistance in doing homework, shortage of teachers, teachers' academic qualification, students' absenteeism and indiscipline as the causes of poor examination results in secondary schools (MOE, 2010).

From this study it is better to conclude that students who are lower achieving mostly misbehave; therefore, most of the source of disciplinary problem of students is caused by poor performance in

their learning. Teachers with school communities should build students self-confidence to perform well and work hard in order to enhance their results.

For question number 2 of table 3 which says how do you think this disciplinary problem can be minimized? 6(40%) of them said dealing with the families can minimize the problem 5(33%) responded that they think the problem can be minimized by communicating the rules clearly. 2(13.3%) said they think by applying the rules and 2(13.3%) responded that by consultation treatment and raising students' awareness the problem can be minimized. From this study we can suggest that dealing with students' families and by communicating the rules to students it is better to minimize disciplinary problems of students.

Question number 3 of table 3 says which body is responsible for resolving such problems? 6(40%) said that principals are responsible. 4(27%) responded PTAs are responsible for resolving such problems and 3(20%) said home room teachers are responsible. 1(7%) response that subject teachers. And 1 (7%) said that civic and ethical club is responsible for resolving such problems.

The qualitative data analysis from school principals through interview also is also in support of the abovefindings. The informants agreed that, when the school needs parents to discuss the disciplinary issues with them they ignore the message or they send the message back that they do not have enough time to come to the school. Because they are struggling with life to overcome the challenges and some lack the importance of follow up on students' day to day activities. Some students do not have father and others do not have mother or some are orphans. Therefore, family related causes of the students' disciplinary problems such as; low parental control on children, low educational back ground of the family and low financial back ground of the family nowadays are found to be serious issues aggravating the students' disciplinary problems. This reveals that, the parent's major issue is providing the basic necessities to their family. An interview made with the directors reveals that parents do not take responsibility to follow their children's day to day activities and they leave all the responsibility to the school. Parents do not control their children especially on taking unnecessary materials and mobiles to school .In addition, they do not advice their children to have future plans and advise them not to have close intimacy with students who are not well behaved.From this it is possible to suggest that to resolve the disciplinary problems of students; everybody should work cooperatively towards one goal to enhance student's participation in their full potential to achieve the tended goal.

For question number 4 of table 3 which says how did you use to treat misbehavior of students 6(40%) of them said they traded misbehavior of students by using psychological punishment. 4(27%) responded that they treated by suspending them from school. 3(20%) said that they treated misbehavior by using corporal punishment and 2 (13%) responded that they used to treat misbehavior by pushing them to provide money. In support of the survey results, findings from the qualitative data analysis it was found that, the type of strategies that schools, mainly employee to solve disciplinary problems. According to the respondents, giving warning for misbehavior students in and out of school suspension, communicating parents of misbehavior students and praising students for good behavior were the methods that the schools used to overcome disciplinary problem.

From the above discussion it is better to conclude that teachers used psychological punishment, suspension from schools using corporal punishment and pushing them to provide money are the ways they used. Therefore, teachers should use the appropriate ways of reducing disciplinary problems through discussion with students themselves and share responsibilities for students to minimize such kinds of behaviors.

4.2.2. Analysis of Students' Response

Table: 8. Frequency and kind of disciplinary problems

N _o	Variable/Item	Response	Frequency	%
1.	Do you think that there is a disciplinary problem in your schools?	A. Yes	113	94
		B. No	7	6
		Total	120	100
2.	If you say "Yes" how often do these disciplinary problems are exhibited?	A. Always	79	70
		B. Usually	34	30
		C. Sometimes	0	0
		D. Rarely	0	0
		Total	113	100
3.	What kind of disciplinary problems are prevalent in this school?	A. physical conflict	67	56
		B. Psychological conflict like insult	21	18.5
		C. Lack of respect towards teachers and student	26	21.7
		D. Using drugs at school	6	5
		E. If any other specify	0	0
		Total	120	100

Question number 1 of table 4 which says do you think that is there any a disciplinary problem in your school? 113(94%) of then responded "Yes and 7(6%) said "No".

For question number 2 of table 4 which says if you say “Yes” how often do these disciplinary problems are exhibited? Form the respondents 76 (70%) responded that these disciplinary problems are exhibited always and 34(30%) of hen said that the problems are exhibited usually. From this discussion we can conclude that there is a great deal of disciplinary problem in this school and this problem highly affected the teaching learning proves and it should be minimized.

Question number 3 of table 4 says what kind of disciplinary problems are prevalent in this school > 67 (56%) of then said that physical conflict is prevalent and 26(21%) said lack of respect towards teacher and students are the problems of disciplinal in their school. 21(18%) responded that psychological conflicts like insult are prevalent and 6(5%) responded using drugs are kinds of prevalent disciplinary problems in their school. If is better to conclude that most of students indiscipline problems are physical conflict lack of respect towards teachers and students and psychological conflicts. As far as the problem is severe teachers and principals should work with students’ parents and reduce these kinds of problems. In addition PTAS should enhance student’s awareness to reduce the problem at hand.

Table:9. Student response on cause and punishment of disciplinary Problems

№	Variable/Item	Response	Frequency	%
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1.	What do you think are the causes of these disciplinary problems?	A. Teachers behavior	11	10
		B. School environment	9	8
		C. Family problems	74	61
		D. Peer pressure	19	16
		E. Lack of vision among students	7	
		Total	120	100
2.	Have you ever seen students being punished for lack of discipline?	A. Always	64	53
		B. Usually	32	27
		C. Sometimes	13	11
		D. Rarely	11	10
		F. Not at all	0	0
		Total	120	100
3.	What kind of students were punished before	A. Who always miss class	58	43
		B. Male students who harass female students	14	12
		C. Students who cheat exams	12	10
		D. Students who are always absent fro class	36	30
		E. If any other specify	0	0
		Total	120	100

For question number 1 of table 5 which says what do you think is the cause of this disciplinary problem? 74(61%) said that family problems are causes of the disciplinary problem and 19(16%) responded peer pressure is the cause of the problem 11(10%) said teachers behavior is the cause. And 9(8%) said school environment is the cause for disciplinary problem. And 7(6%) responded students lack of vision it the cause for disciplinary problem in the school.

A study by Alemayehu (2012) confirms that, the causes are related to parents, students and school/teachers, in their order of importance. He said that, 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.

It is a fact that most disciplinary problems of students are caused by family related matters, peer pressure, teachers. Behavior school environment and lack of vision and students respectively so principals, PTAS, parents, teachers and students themselves should work towards alleviating students' problems from the source to reduce the problem.

Question number 2 of table 5 says have you ever seen students being punished for lack of discipline? 64(53%) said they have always seen students being punished. 32 (27%) responded that they have usually seen students being punished. 13(11%) said that they have sometimes seen and 11 (10%) said they rarely have seen the students being punished for lack of discipline. This shows that students are not being punished in a way that it reduces the misbehavior. For question number 3 of table 5 which says what kinds of students were punished before and 12 (10%) said that students who cheat exams were punished. From this discursion it can be better to conclude that most of the focus of the school was to punish mainly students who were always absent from the class. Therefore, every type of misbehavior by the students should be equal focus by the school community.

Table: 10. Student's response on responsible body and reduction of disciplinary problems

N _o	Variable/Item	Response	Frequency	%
1.	Who do you think are responsible for controlling misbehavior?	A. Teachers	56	47
		B. Students	18	15
		C. Principals	32	27

		D. PTA	9	8
		E. All	5	4
		Total	120	100
2.	How do you think these disciplinary problems can be reduced?	A. Through corporal punishment	29	24
		B. Through raising students awareness	61	51
		C. By suspending students from school	28	23
		D. I don't know	2	2
		Total	120	100

For question number 1 of table 6 which say who do you think are responsible for controlling misbehavior? From the respondents 56 (47%) said that teachers are responsible for controlling misbehavior. 32(27%) responded that principals are responsible for controlling misbehavior. 18 (15%) said that students are responsible and 9(8%) responded that PTAs are responsible. 5(4%) said that all the above (teachers, students, principals and PTAS) are responsible for controlling misbehavior.

Question number 2 of able 6 says how do you think these disciplinary problems can be reduced? 61(51%) said that disciplinary problems can be reduced through raising students awareness 26(24%) responded that it can be reduced through corporal punishment and 28 (23%) said that they think it can be reduced by suspending students from school. 2(2%) said that they don't know how to be reduced.

From this discursion it would be better to conclude that student's awareness plays a great role in reducing disciplinary problems this lack of awareness is shown in the above dispassion so even body who is concerned should play great role to enhance student's awareness continuously in a programmed manner.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this section the summary of the major findings of the study, the conclusions drawn on the basis of the findings and recommendations that reassured to be useful to tackle the problems are

presented.

5.1. Summary of Major Findings

The main purpose of the study was to identify the level of students discipline problems and dominant factors attributing to the students discipline problems and its effect on the teaching learning process in Burka secondary school in GolaOda Woreda. To this end an attempt has been made to assess causes of student disciplinary problems, effects of the problems and the roll of school community to alleviate the problems. A survey study with mixed research approach was employed in this study. The related literature was reviewed. And 2 principals, 7 PTAs, 15 teachers and 120 students participated for the study. As to the data collection techniques principals were interviewed and PTAs were involved in FGDs, Teachers and students were asked to respond to questionnaires.

1. What are the most commonly encountered disciplinary problems that are being experienced in secondary schools?
2. What are the major factors for student's disciplinary problems among the Burka secondary schools?
3. What roles do teacher, PTA's and other stakeholders addressing Discipline problem?
4. To what extent do disciplinary problems of students affect the teaching learning Process?
5. What measure should be taken to solve the problem under the study?

To conduct the research, the sample subjects used were I secondary school by using available sampling technique because of only one secondary school in our Woreda. In addition 8 principals were selected by using simple random sampling technique, all 15 teachers were selected by using available sampling techniques and 7 PTA members were selected by using available sampling technique.

Data gathering instrument used were questionnaire (both open and close ended) for principals, teachers and students. Focus group discussion (FGO) was also used with PTAs. Based on the basic questions and the collected data, both qualitative and quantitative methods of data analysis were used to interpret findings. The collected data was systematically organized and analyzed mainly emphasized the following major findings.

1. 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.
2. The study reveals that, parents limit their participation in the handling of students' disciplinary problems. They were absent on the follow up of students' day to day activities with the percentage of 74(61%). As a result, students develop disciplinary problems. The study also shows that the parents' effort to know about their children's' progress and follow up on how children are behaving at school were low. In addition, parents also lack participation in alleviating the students' disciplinary problems which can be an interference with the teaching- learning process. The relationships between parents and the school, in solving the students 'disciplinary problems were also found to be very weak. The data collected also show that low educational background of family with the percentage of 4 (57.1%) affects students' school discipline.
3. In this finding the role of the school community, as the respondents indicate were provision of advice, strict follow up, understanding the problem of the student, and referral to guidance and counseling services or vice directors. Moreover, the role of the counselor in school related intervention for adolescents with behavioral problems is very crucial. Teachers themselves were not role models to their students in relation to discipline and do not guide students to give priority to their education.

The students do not use their time properly for their education and have future plans. The society, do not make contributions to the betterment of students' disciplinary problem since the problem, in one way or the other affects their lives.

4. Low participation among principals, PTAs, parents and teachers in creating conducive school learning environment highly affected students' discipline.

5. Teachers' poor knowledge about the subject matter and their approach, poor achievement of students and peer pressure highly affected students' discipline.
6. Rules and regulations of schools are not properly implemented. In addition, strict school rules and regulations do not encourage students to stay away from school purposely without permission. Absence of teamwork can also affect students' discipline. In addition, absence of proper implementation of educational policies have been found to be one of the causes of the problem
7. Teachers' poor methodology (teaching conditions) and lack of classroom management skills affected student' discipline.

Based on the finding the following were the major identified effects that affect the teaching learning process as a result of students' disciplinary problem

5.2. Conclusions

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 Burka 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 Burka secondary school;
- ❖ Student misbehavior is not only very stressful to the school community, but also increasing across years in Burka secondary 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;

5.3. Recommendations

In the preceding chapters, it was thoroughly discussed that students disciplinary problems in GolaOdaworeda Burka Secondary School was a critical problem principals, teachers, PTAs and students themselves contributed a lot for the causes of students discipline problem. Parents (families) were the primary factors that affect students discipline established ruler and regulations, lack of teacher well preparation and management in the clan also have played a great role in the students discipline problem. Law achieving students, immaturity and peer pressure are all the various reasons for students discipline problem. So, based on this conclusion reached from the study, the following recommendation are suggested in order to create a conducive learning environment by reducing or minimizing the cause of students discipline problem in GolaOda Woreda Burka Secondary schools of East Hararghe zone.

1. In Burka Secondary school parent's participation in dealing about their children with schools and teachers was very low. To overcome the problem Schools should have strong relationships with parents through PTA and should work in coordination with them concerning the disciplinary problems or issues.
2. 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.

3. Teachers need to be good models to their students from the first day of the class. It is also advisable that teachers have a genuine interest and positive outlook to help students.
4. Schools should have strict rules and regulations and should incorporate in its rules “what is forbidden” and give awareness to the students early and should implement the rules strictly and consistently.
5. As far as some problems are caused by peer pressure and lower achieving students, schools should train learners from time to time and arrange discussions on how to deal with the problems by taking time in planned way.
6. It would be better if school promote cooperative relationship with parents for the improvement of students’ academic and disciplinary matters. It would be also important for schools to initiate interactions with the community and give orientation about their schools additionally all subject teachers should work towards the goal of minimizing student’s deficiencies and teaching strategies that help students to manage their study problems and enhance their.
7. 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 prevalence, magnitude, causes and effects of student misbehavior.

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APPENDIX A

JIMMA UNIVERSITY

Questionnaires for sampled Teachers

The main Purpose of this questionnaire is to gather the necessary data so as to explore the major causes and type of Burka secondary school students in GolaOda Woreda and also find the possible strategies to minimize the problems.

Therefore, you are kindly requested to fill the questionnaire in order to know your opinion about the issues. All your empirical evidence are confidential and are not used other than the purpose of the study.

Thank you for your cooperation!!

1. Name of your school -----
2. Sex A. Male B. Female
3. Age A. 20 – 25 B.26—30 C.31 – 40 D. above 40
4. Qualification. A. 12th complete B. Diploma C. BSC or BED
5. Years of Service A. 1 — 5 B. 6—10 C. 11 – 15 D.16-20 E. Above 20
6. Position A. teacher B. unit leader C. Home room teacher

Instruction:- Read each question and then answer them correctly

Direction: Indicate your response with which would you agree by using a tick (✓) mark for each of the following statement that listed in the table

1. How disciplinary problems in your school?
A. Always B. usually C. sometimes D. rarely E. not at all
2. What kinds of disciplinary problems do you usually observe?
A. Physical conflict B. psychological conflict between student
C. Lack of students respect towards school community
D. using drugs at school E. if any other, specify
3. What do you think are teacher related factors that usually affect student's misbehavior?
A. Lack of leadership style B. lack of good approach
C. Lack of knowledge of the subject matter

D. disruptive behavior of teachers

E. if any other specify

4. What do you think are other school rated factors that affect disciplinary problems of students?

A. Inadequate school facility B. over crowding

C. Lack of school leadership D. unclear school rules and equations

E. misconduct was usually ignored

5. What kind of students is usually accused of disciplinary problems?

A. Higher achievers B. medium achievers C. Lower achiever

A. If any other specify E. Immature students

6. How do you think these disciplinary problems can be minimized?

A. By using corporal punishment

B. By using psychological treatment

C. By suspending them from school

D. By punishing them to provide money

E. I don't know

7. Which body is responsible for resolving such problems?

A. Principals B. Homeroom teacher's C. subject teachers

D. PTAs E. Civic and Ethical club

8. How did you use to treat misbehavior of students?

A. By using corporal punishment

B. By using psychological treatment

C. By suspending them from school

D. By punishing them to provide money

E. I don't know

APPENDIX B

Jimma University

Questionnaires for Sampled Student

KaayyoongaafannookanaaodeeffannooQorannoowaa'eehanqinanaamusabarattootamanabarumsa
Burqaasadarkaa 2ffaa
funaanuunfurmaatabarbaaduufi.Raawwiiisaatiifgumaachiyaadakeessaniibaay'eemurteessaawaant
aheefhaalagaafatameeakkanuufguuttankabajaanisingaafanna.

Deeggarsakeessaniifgalatoomaa!!

Qajeelfama:-Tokkotokkoogaaffiileedubbisaatiideebiisirriikennaa.

Saala: A. Dhi B. Dub

Umrii: A. 14-17 B. 19-20 C. > 21

Kutaa: _____

Qajeelfama: Himayaadaittiwaliigaltanqabumallattoo (✓)tiinagarsiisaa.

1. Rakkooleenhanqinanaamusamaanabarumsaakeessankeessanijiraa?

A. eeyyee B. lakki

2. Yoo "eeyyee" jettanrakkoonhanqinanaamusaakunhaalakamiinmudachaature?

A. Yeroomara B. yeroobaayyee C. dabreedabree D. yerootakkatakka

3. Isaankamtuirracaalattibaratame?

A. Qaamaanwalittibu'uu B. Walittibu'insaakkawalarrabsuu

C. Barsiisotaa fi ofiiisaaniitiifiiskabajawaliikennuudhabuu

D. Manabarumsaakeessattiwantootaharaaraaqabsiisanittifayyadamuu E.

Kankanaanalaayoojiraateibsaa

4. Ka'umsihanqinanaamusakanaamaalfaadhajettaniiyaaddu?

A. Haalabarsiisotaa B. Naannoomanabarumsaa C. Rakkoomaatii D. Dhiibbaahiriyaa E.

Mul'atadhabuubarattootaa

5. Barattootasababahanqinanaamusaatiinmanabarumsaarraagaggeeffamanargitaniibeektuu?

A. Yeroomara B. yeroobaayyee C. yerootokkotokko D. dabreedabree E. argehinbeeku

6. Barattootaakkamtuadabama?

A. Kanneenmanabarumsaarraahafan B. ijoolleedhiiraadubartootarakkisan C. Barattootaqorumsahatan D. Kanneendareebadan E. kan biro jiraannaanhaaibsamuu _____

7. Rakkoohanqinanaamusaatoo'achuukanqabueenyu?

A. Barsiisota B. Barattoota C. Dura bu'oota D. GMB E. Hunda

8. Rakkooleenhanqinanaamusaakunhaalakamiinxiqqaatajettaniiyaaddu?

A. Adabbiiqaamaatiin B. Hubannoouumuudhaan

C. Manabarumsaarraagaggeessuun D. Hinbeeku

APPENDIX C

Jimma University

Focus Group Discussion.

KaayyoongaafannookanaaodeeffannooQorannoowaa'eehanqinanaamusabarattootamanabarumsa
Burqaasadarkaa 2ffaa
funaanuunfurmaatabarbaaduufi.Raawwiiisaatiifgumaachiyaadakeessaniibaay'eemurteessaawaant
aheefhaalagaafatameeakkanuufguuttankabajaanisingaafanna.

Deeggarsakeessaniifgalatoomaa!!

Qajeelfama:-Tokkotokkoogaaffiiledubbisaatiideebiisirriikennaa.

Saala: A. Dhi B. Dub

Umrii: A. 14-17 B. 19-20 C. > 21

Sadarkaabarumsaa: A. sadarkaatokkoffaaB.sartafikeetaC.Dippiloomaa D. Digrii

1. Rakkooleehanqinanaausaamanabarumsaakeessattiumaman?
 - A. Rakkooleehanqinanaamusabarattootaajiraa?
 - B. Hangamtaakawaa'eeQajeelfamootaa fi
seeraittiinbulmaatamanabarumsaabarattootaafibsaaturtan?
 - C. Gaafatokkolleebarattoonniqajeelfamamanabarumsaacabsanisinmudatanii?
2. Ka'umsarakkooleehanqinanaamusabarattootaa?
 - A. Ka'umsirakkoohanqinanaamusabarattootaamaalfaadhajettaniiyaaddu?
 - B. Isa kamiituirradeddeebi'eemudachaature?
 - C. Isaankeessaakanneenbarsiisota, barattoota, maatii fi
manabarumsaawaliinwalqabatanittiigoqqooduudandeessuu?
3. Ga'ekoree GMB rakkooaddabaasuu fi furmaatabarbaaduukeessatti
 - A. Rakkooleehanqinanaamusabarattootaafuruukeessattihangamtaakahirmaachaaturtan?
 - B. Rakkooleekanneenxiqqeessuufkaroorfattaniibeektuu? Yoota'e,
bu'aatokkolleeargamsiisee?
 - C. Rakkooleehanqinanaamusaa kana xiqqeessuufmaaltuhajjatanuuqabajettaniiyaaddu
?eenyuuturaawwata?

APPENDIX C

Jimma University

Focus Group Discussion.

The main Purpose of this questionnaire is to gather the necessary data so as to explore the major causes and type of Burka secondary school students in GolaOda Woreda and also find the possible strategies to minimize the problems.

Therefore, you are kindly requested to fill the questionnaire in order to know your opinion about the issues. All your empirical evidence are confidential and are not used other than the purpose of the study.

Thank you for your cooperation!!

Name of your school -----

Sex A. Male B. Female

Age A. 20 – 25 B.26—30 C.31 – 40 D. above 40

Qualification. A. Diploma B. BSC or BED C. MSC or MED

Years of Service A. 1 — 5 B. 6—10 C. 11 – 15 D.16-20 E. Above 20

1. Kinds of disciplinary problems
 - A. Is there any disciplinary problem of students in your school?
 - B. If you say “Yes” what kind of disciplinary problems are prevalent?
2. Causes (factors) that affect student’s discipline
 - A. What do you think are the causes of disciplinary problems?
 - B. What are school related factors that affect student’s discipline?
3. Strategies to prevent students’ disciplinary problems
 - A. What kind of strategies does you usually us to prevent students disciplinary problems?
4. To what extent do disciplinary problems of students affect the teaching learning Process?

