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STUDENTS DISCIPLINARY PROBLEMS AND ITS EFFECT ON THE
TEACHING LEARNING PROCESS IN CLUSTER RESOURCECENTERS OF
KUMBUROPRIMARY SCHOOL IN SASIGA WOREDA, EAST WOLLEGA
ZONE

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Abstract

The purpose of this study was to investigate Students Disciplinary Problems and its Effect on the teaching learning process at Kumburo CRC primary schools of Sasiga Woreda, East Wollega Zone. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented by qualitative research to enrich data. The research sample was composed of 140(20%) students, 38(100%) teachers, 4 principals, 1 CRC supervisor, and 4 PTA of the Kumburo CRC primary schools. Totally, 187 respondents were participated in this study. These samples were drawn from the total population (1447) using simple random sampling techniques for students and availability sampling techniques for principals and CRC supervisor whereas purposive sampling method employed for each chair of PTA members. Moreover, the data gathering tools for this research were questionnaire, interview and focus group discussion. The major findings of this study include: the study revealed that shouting in the classrooms, damaging the school property lack of respect to the school community, quarrelling among students and stealing other student's property were the major types of disciplinary problems observed in the schools. The findings of the study also revealed that lack of interest to learn, being addicted by drug, a gap in proper implementation of the rules and regulations, lack of follow up students' parent their children daily activity, and etc. were the major causes for the observed disciplinary problems of students in in Kumburo CRC primary schools of government schools. With regard to effects of students, disciplinary problem the study revealed that poor academic achievement of students, inability of teachers to cover the curriculum with its schedule, destruction of school facilities were the major effects of students' disciplinary problem. Therefore, it was recommended that school administration establish effective communication channel with parents, involve pupils and teachers in the establishment and enforcement of rules at classrooms. Moreover, teachers need to be good models to their students from the first day of the class to train teachers on how to deal with student behavioral problem, especially, in adolescence and cooperation between school administrations and teachers to develop a school rules, school leaders need to organize various training program

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, limitation of the study, definitions of key terms, and organization of the study.

1.1. Background of the study

Schools are the fundamental socio-instructional institutions where the teaching learning endeavor is executed in a formally organized manner and the primary purpose of schooling in one way or another is to serve its clients so that they could get the necessary atmosphere to manifest the desired behavioral changes in their entire personalities. So, as to bring such indispensable intentions to an end successfully, the behavior of the student in the classroom is a paramount importance Cooper (1993, p.25) states that effective classroom management is a prerequisite to effective classroom instruction.

What causes learners to misbehave is unclear and researchers do not yet have enough information to explain the causes from the students' points of view (Stinson, 1993). Learners may or may not perceive misconduct in the same ways as their teachers

Achievements of education goals largely depend on student behavior. Schools expected to play a key role in maintenance of student behavior in the teaching learning process. Principals, teachers, PTA and officials in the education sector should give due emphasis to students' misconduct in the classroom. By doing so, they play their part to gear students' attention toward the teaching learning process.

Schools play an important role in the socialization process of the young people from where they learn to regulate their own conduct, respect towards others, manage their time responsibly and thus becoming responsible citizens (Tait, 2003). On the other hand, the existing situation in Ethiopia's education system has been hit by a wave of students' misconducts, which have

significant influence in the teaching learning process and eventually deter the overall goal attainment of the education system.

1.2. Statements 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.

The approach taken to the disciplinary action often determines its effectiveness (Nelson, 1987). Many traditional approaches, such as corporal punishment, discrimination of the maladaptive students, have a negative, punitive, and reactive consequences, which often result in bad feelings and attitudes for all parties involved; and may force to a disruptive outcome against the teaching learning process.

Various researches have been conducted about the various natures of student misbehavior and its immediate resultants. As per Fletcher (2009, p.52) explained that having a classmate identified with an emotional problem is also associated with a decrease in math and reading achievement scores. Even the simple presence of one additional male student, who tends to be more troublesome in school settings, has been associated with a 20% of a standard deviation decrease in achievement (Hoxby, 2000).

This has therefore created a big concern from teachers, head teachers and stakeholders about the lack of opportunity for learners to concentrate on their learning. Weber (1986) stated that effective classroom management is a prerequisite to effective classroom instruction. To this effect, hence today teachers in most primary schools of the country are being evaluated by their deduction both to create and maintain a suitable learning environment in which the class room should experience by order, without being rigid, and promotes purposefulness and pleasure in the students' classroom learning.

Research suggests that classrooms characterized by disciplinary problem influence children's achievement, even after accounting for individual externalizing behaviors. For instance, the addition of one potentially misbehaving child to a classroom has been associated with small

drops in children's math performance (Figlio, 2007). The very important aspect of identifying, analyzing and taking intervention about students misconduct is that the whole process equipped teacher's action to create, implement and sustain desirable environment that hopefully guarantee effective classroom instruction. Therefore, understanding the nature of students' disciplinary problem can play crucial role the overall goal attainment the school in general and the teaching learning process in particular.

Good and Brophy (1997, p.44) reported that effective classroom management focuses more on instruction than on control. In effect, they noted that "avoid distracting any student's attention unnecessarily from lesson content; use content focused techniques." Students' disciplinary problem strategy is considered as a crucial aspect in the Ethiopian primary schools characterized by large class size, poor instructional media, poor facilities, different socio-economic ground and religions. Therefore, having the right strategy that prevent or ease disciplinary problem of students upon the teaching learning process is not choice rather it is must.

Therefore, the purpose of this study is to investigate students' disciplinary problem and its effect on the teaching learning process in CRCKumburo Primary Schools in Sasiga Woreda .

Hence, this study attempted to find answers for the following basic research questions

1. What kind of disciplinary problems are observed?
2. What are the causes of students' disciplinary problem?
3. How do schools address students' disciplinary problems?
4. What roles do teacher, and PTA is addressing disciplinary problem?

1.3. Objectives of the Study

1.3.1. General objective

The general objective of the study is to investigate the disciplinary problems of students and its effect on the teaching learning process CRC Kumburo Primary Schools.

1.3.2. Specific Objectives

1. To identify kinds of students disciplinary problems in schools
2. To pinpoint the major cause of students disciplinary problems in schools
3. To identify how the school addressing students disciplinary problems in schools
4. To identify the role of school principals, teachers, and PTA addressing students disciplinary problems CRC kumburo primary schools

1.4. Significance of the study

The study was basically designed to explore the factors contributing to students disciplinary problem in Sasiga Woreda at CRCkumburoprimary schools.Hence this study enables teachers ,school principals and other to overcome the problem concerning students disciplinary problem .

The Importance of this study are : It creates awareness among school principal,teachers'student, and parent, it encourages teachers, principals, and educational experts to take corrective measures on misbehaved students, it can add knowledge to the existing body of knowledge, it used as a basis for those who want to conduct research in this area.

Generally, the recommendations of the study may help teachers, principals and other concerned bodies to develop alternative strategies of the problem and it may also help as a stepping – stone for others who intend to carry out in-depth study on the problem.

1.5. Delimitation of the study

In order to make the study more manageable the scope of this study wasgeographically delimited to one CRC Primary schools of kumburo at SasigaWoreda in East Wollega zone.Therefore, the results of this study cannot be generalized to any primary school in Sasiga Woreda. The schools are KombereBachu, BiftuAdiya, Irranaa Abba Dale and TsigeGudinapprimary schools.

1.6. Limitation of the study

The study was specifically focused on assessing the study was disciplinary problems of students and its effect on the teaching learning process in primary Schools kumburo CRC of Sasiga Woreda. Regardless of the fact that the researcher tried to do all the best to maximize its fruitfulness the study is subjected to some limitations because of its scope. As it was focused on seven secondary schools, it is difficult to conclude about assessing the management challenges of students' disciplinary problems in secondary Schools in other Woredas' schools of East Wollega zone. Lack of availability of respondents on time especially, PTA members and most of the schools principals, and teachers burdened by routing office and teaching activities and they were no exact to fill the questioners and interview on time.

1.7.Organization of the study

This thesis organized in to five chapters. Chapter one deals with the problem and its approach. Chapter two deal with review of the related literature. Chapter research design and methodology is discussed under chapter three. Chapter four deal with presentation and analysis of data. Finally, chapter five includes the summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Discipline

The word discipline is understood today to mean conforming to rules, and to demands of the community or an institution. For the needs of pedagogy, ‘‘conscious discipline,’’ that is, obedience to rules and values that are un-questionably recognized by an individual or society. At school, conscious discipline occurs where there are not any big discrepancies between the systems of values represented by teachers and students (Sulich, 2004).

Discipline is the system of rules, punishment and behavioral strategies appropriate to the regulation of children or adolescents and the maintenance of order in school. Its aim is to control the students’ actions and behaviors. The respect of school discipline is a basic issue in providing quality education and producing effective and competent citizen in national and international level (Goodlad, 2003).

Discipline is defined as the practice of making people obey rules of behavior and punish them if they do not. As to the view point of Freire (1998, p.45) discipline is a necessary condition for effective action in the social world. On the other hand, Foucault (1995, as cited in Ewnetu ,2013) arguing in that discipline is a repressive operation by which individuals are seasoned in to productive labor.

Student misbehavior is defined as any behavior that interferes with the effectiveness of the teacher’s instructional plan or a student’s ability to teach (Stebbins, 1971). There are three variables in most instances of misbehavior: the student with the problem, the environmental conditions under which the problem occurs, and the teacher (Debruyne, 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 discipline and interaction with students to deplete the inappropriate behavior (Debruyne, 1983).

2.2. Possible Causes of Discipline Problems in Schools

Sulich (2004), asserted that teachers usually begin to have problems with discipline when they can't motivate students or keep their concentration and attention, or when they don't understand students' reasons for misbehaving. Discipline, includes creating and keeping rules based on reciprocal understanding and tolerance and requires establishing limits that must not be transgressed.

As McManus (1995, as cited in Sulich, 2004, p.10), sometimes we hope that when we give a thing a name, we will get some power over it. Most contemporary educators and methodologists provide long-term strategies. As Komorowska (2002, as cited in Sulich, 2004, p.52), there are combination of strategies with possible causes and responses. The first one refers to achieving learning goals, in which it is not usually a discipline problem unless the teacher's response is mistaken.

2.3. Types of Disciplinary Problems

Students' disciplinary problems, although it manifests in different ways, is experienced in learners of all ages. Montgomery (1998, p.131) says that learner misconduct is more common amongst secondary school learners than in primary school learners. He further says that boys are more frequently involved in misconduct than girls are. According to him, juvenile delinquency and violent and criminal activities are manifestations of adolescents rejecting authority within the community.

2.4. Causes of Disciplinary Problems in the Classroom

Some social scientists argue that student behavior has less to do with the characteristics of students and more to do with the behavior of teachers (Stephens & Crawley, 1994). It is true that students' behaviors provoked by teachers' actions, but it is not the whole reason. Most of the causes of student disciplinary problems in the classroom described as caused by the student the teacher and the society.

2.5.Students Related Causes

2.5.1. Attention Seeking

Fontana (1993, p.25), stated the need to gain and hold the attention of others appears to be a general human characteristic. Some children try to gain the attention of others, such as parents, teachers, by being natural and friendly when they grow up in positive environments; on the other hand, some children find they can gain the attention of others by anti-social behavior (e.g. being impatient or angry) rather than by social behavior. For example, a little girl is very good to help her mother to make some pancakes, but she cannot understand why her naughty younger brother who is always a “trouble-maker” gains the privilege of being given the first pancake by her mother, while she does not receive any praise. In this case, when she finds the “bad” behavior does work to gain the attention of others, and will possibly try to behave not as well as before.

2.5.2. Aggressive behavior

Aggressive behavior is a means of outward reaction or the acting-out of an inward emotional state Langa (1999) states Aggressive behavior manifests in bullying, vandalism, and assaulting others. According to Langa(1999) children acquire an attitude of aggression in order to express their deep-seated feelings of dissatisfaction. Parents are usually upset when they discover that their child has stolen something. Often they need guidance or the help of a counselor on how to handle the matter objectively and effectively children behavior (p.26).

2.5.3. Disruptive Behavior

Disruptive behavior includes any behavior or conduct that interferes with or disrupts the learning process in the class (Long, 2000). This form of behavior includes noise-making, the refusal to cooperate, showing off, uncontrolled behavior, storming out of the classroom, taking alcohol school, calling-out while the teacher is speaking, abusive language, and making improper noises. He also stated that the learners who demonstrate disruptive behavior make it impossible for the teachers to teach properly or to pay the necessary attention to learners, and it affects the entire environment in the classroom.

2.6. Learning Difficulties

There is a strong association between learning difficulties and behavior problems. Kyriacou (1997, p.55) argues, “The most common trigger for student misbehavior seems to be encountering learning difficulties which threaten the student’s self-esteem.” It is not difficult to find that children who have some behavior problems often have low levels of basic academic skills.

2.6.1. Teachers Related Causes

There is some truth in the assertion that children’s misbehavior in the classroom is a reaction to the teachers’ behavior towards them, which is “unacceptable” to the students; in another words teachers’ actions can provoke students’ disciplinary problems. Kyriacou (1997, p.56) highlighted four types of teacher behavior which students particularly felt “provoked” them into disciplinary

problems. These are teachers who are boring to teach, who could not teach, whose discipline was weak and teachers who made unfair comparisons.

These suggested some of the common reasons for student disciplinary problems that are linked to the teachers’ actions, which can be simply classified into three reasons that can lead to student’s bad behavior in the classroom. These are: the teacher’s authority, the teacher’s ability to exercise the necessary classroom control and the teacher’s personality. An essential aspect of effective teaching is the need for a teacher to establish and maintain authority over the organization and management of students’ learning” (Kyriacou, 1997). In order to control discipline of the classroom, a teacher must try to make his authority be accepted by the students. A positive friendship must be built upon the respect of the students.

2.6.2. Community Related Causes

It is impossible, of course, to entirely separate out personal problems from social ones. Student’s problem behavior in the classroom cannot be isolated from the factors that originate from society. Children who have not formed a proper judgment about right behavior because of their

age and social experience normally tend to imitate the behavior around them, which can be explained as social learning theory. Social learning theory proposes that many behaviors develop as a result of our observing what other people do, which is a key concept in understanding how children develop their knowledge of social role and their sense of identity in school (Long, 2000). From social learning theory, it is not difficult to assume that children's viewing of violence on television can be causally linked with subsequent aggressive behavior another point is family influence, which has been established beyond reasonable doubt that the family can play significant role to curb students' disciplinary problems. In addition to the above category of cause of students' disciplinary problems, Charles (2008, p.25), describe and lists ten the following specific causes of students' misbehavior.

2.7. Factors which cause students disciplinary problems in the Classroom

Behavior problems stem from a variety of causative factors, which may include the environment and family background there is a great deal of speculation about which factors cause learner misconduct (Gerdes, 1998).

According to Gerdes (1998, p.9), also add the environment and family background are the primary causes of learner misconduct. For example, environmental factors such as the family as a system may cause delinquency. According to Carson and Murray (1998, p.65), child abuse within the family may also cause learner misconduct. Child abuse includes physical, emotional and sexual abuse.

Child sexual abuse hurts the child, the parent and the community. The child is in a situation that he or she finds confusing. She may feel both guilty and responsible for what is happening, as indicated before (Carson & Murray 1998).

2.7.1. Intrinsic factors

Various intrinsic factors may give rise to learner misconduct. Intrinsic factors are factors that are situated within the adolescent himself/herself (Carson & Mac Murray, 1998).

2.7.2. Extrinsic factors

Lewis (1999, pp.10-11) argues that intrinsic and extrinsic factors are intertwined and they interact. They have an impact on one another as the learner develops. Lewis supports this when he says "...resilience in children is likely to develop from both internal and environmental factors". However, neither extrinsic nor intrinsic factors can be pinpointed as the only cause of learner misconduct as they are always in interaction with one another" (Farrell 1998, p.5).

2.8. Effects of Disciplinary Problem in the Teaching Learning Process

Students' disciplinary problems significantly affect the teaching learning process in the classrooms. When students' disciplinary problems reach certain point, instruction fails to have its intended purpose on the students learning outcomes. Defining the seriousness of behavior in the classroom is essential part of teaching learning process.

2.9. Approaches in Managing Disciplinary Problems in Schools

Misbehavior disrupts, it may be hurtful, and it may disinherit others. Nowadays corporal punishment 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 behaviors (NASP, 2006).

Discipline is important and effective alternatives available to help students develop self – discipline. These alternative strategies are instructional rather than punitive. Schools

psychologist provide many direct services to improve discipline of individual children as well as service that improve class room and school wide discipline.

CHAPTER THREE

Research Design and Method of the Study

3.1. Research Design

The study conducted in descriptive survey design. A descriptive survey is a fact-finding strategy with adequate and accurate interpretation of the problem with findings and this design helps the researcher to investigate a sample and to help make generalize to the population on the bases of the sample analysis. Furthermore, in this study the qualitative and quantitative approach used to come up with adequate findings.

3.2. Research Method

Combining the two methods,(quantitative and qualitative approach) is helpful to come up with well-validated and substantial findings. Collecting diverse types of data provides a better understanding of the research problem and is helpful to strengthen the reliability (Creswell, 2003, p.55). So, this study used both two approaches (quantitative and qualitative).

3.3. Data Sources

This study employed primary source of data. Primary source of data were principals, teachers, CRC supervisor, students and PTAs in selected CRC schools.

3.4. Sampling Techniques

From each primary school, two-second cycle (5-8) sections selected by simple random sampling techniques. The researcher based on her several years' experiences as a teacher frequently observed that disciplinary problem of students at primary school mainly occurred at grade 4- 8 students. The reasons why students show disciplinary problem at this level

require further study. However, for the purpose of this study grade 5- 8 sections were selected due to two reasons. First, as it was mentioned earlier students disciplinary problems at primary level is mainly observed in grade 8 and grade 7 students and hence it is important to focus at these grade level. Second students at this grade level are more matured than as compared with other grade level (grade 1-4) students. Gay (1992) suggests that at least 10% of the population is a good representation where the population is large and 20%, where the population is small. Then for this study 10% for students selected by simple random sampling techniques and because of small size the teachers PTA availability sampling technique was used (100%). Hence, the participants were selected as shown sampling technique in the Table: 3.1 below.

Table 3.1: Sampling technique and sample size for each primary school

No	Schools	Principals	Sample	Teachers	Sample	Students	Sample	CRC	Supervisor	Sample	PTA	
1	<i>Kumburo</i>	1	1	24	24	850	85	1	1	1	1	1
2	BiftuAdiya	1	1	5	18	205	21			1	1	1
3	Dirre Abba Dale	1	1	4	12	190	19			1	1	
4	TsigeGudina	1	1	5	5	155	15			1	1	
Total		4	4	38	38	1400	140	1	1	4	4	
Sampling technique		available		available		simple random				purposive		
%		100%		100%		10%		100%				

The total number of students in theselected schools were 1400from this 140 (10%) of them were selected by simple randomsampling techniques. Similarly out of 38 teachers found in sample schools who are teaching in grade4-8, 38 (100%) and with regarding the selection of school principals, CRC supervisor and PTA were selected by availability sampling technique. Lastly, each schools chairs PTAS' were selected by purposive sampling technique method.

3.5. Data Collection Instruments

In the process of data collection, questionnaire, interview, observation and document analysis were used to gather relevant data. Quantitative data collected from the respondents through questionnaires; while qualitative data was relied on interview, observation and document analysis, in which the last procedure mainly served for selection of the sample respondents. The purpose of using combination of data gathering tools was that the assumption that they could help to triangulate the gathered information from different angles.

3.5.1. Questionnaire

A questionnaire is a powerful data collection and evaluation tool, developed to collect relevant data from teachers. The questionnaire consisted of measurement that was Likert rating scale questions, which were developed, based on review literature and expected to sufficiently answer the basic questions. Questionnaires were used to collect relevant and firsthand information from informants' students and teachers. With regard to questionnaire, both close ended were included. The questions were focused on types of disciplinary problems occurs in the school/classrooms, causes of disciplinary problems, and the effects of students disciplinary problems towards the teaching learning process.

3.5.2. Interview

A semi-structured interview was conducted with four principles, one CRC supervisor four PSTA members in sample primary school to enrich the data obtained through questionnaires. . Interview used to cross check the information gathered through questionnaire and to provide opportunity for data triangulation for which interviews were taken in to account.

3.5.3. Observation

Observation was employed by researcher to collect primary data for this study. This method was effectively implemented through visiting the study areas by designing observation checklist, which helped to answer the basic questions of the study and to help triangulate the gathered information, by other means questionnaire and interview.

3.6. Method Data analysis

Quantitative data gathered using questionnaires were analyzed in terms of frequency, percentage, of quantitative responses. The qualitative data gathered from interview, and observation was analyzed using description, and interpretation. To that end, first, the collected data were organized, edited and checked for their completeness.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter is concerned with the presentation and analysis of both quantitative and qualitative data collected from students, teachers, principals, PSTAs and CRC supervisor through questionnaire, interview and observation.

4.1.Characteristics of the respondents

The demographic information of the respondents included sex, age, level of education and work experience are summarized on table 4.1 below

Table 4.1 Personal Information of Student Respondents

	characteristics	Category	Responses	
			N	%
	School	<i>Kumburo</i>	85	60.7
		BiftuAdiya	21	15
		Dirre Abba Dale	19	13.6
		TsigeGudina	15	10.7
		Total	140	100
	Sex	Male	73	52.1
		Female	67	47.9
		Total	140	100
	Age	10-12 years old	50	35.7
		13-15 years old	70	50
		Above16 years old	20	14.3
		Total	140	100

As depicted in table 4.1, the characteristics of the respondents were elaborated considering their school, sex and age. Regarding the contribution of respondents with regarding to their school,

85(60.7%) of them were found in *Kumburo* whereas 21(15%) and 19(13.6%) selected from *BiftuAdiya*, *DirreAbbaDale* and the remaining 15(10.7%) 30% of students were found in *TsigeGudina* primary school.. The total number of students in *Kumburo* primary school is greater than that of the others primary school.

Concerning sex wise, 73(52.1%) of student were male whereas, the remaining 47.9% of them were females. From this one can possibly conclude that the number of females were similar to male students. Regarding the age 50 (35.7%) of student respondents were between 10-12 years, while 70(50%) were between the age group of 13-15. The remaining 20(14.7%) of students were found the age group of 16 and above years.

Table 4.2: Personal Information of Teacher Respondent

Items		Responses	
Sex	Male	21	55.3
	Female	17	44.7
	Total	38	100
Age	20-30 years old	12	31.6
	31-40 years old	17	44.7
	Above 40 years old	9	23.7
	Total	38	100
Service years	Items	Responses	
		N	%
	0-5 years	5	13.1
	6-10 years	10	26.4
	11-15 years	15	39.5
	Above 15 years	8	21.0
	Total	38	100
Qualification	6 Diploma	6	21.1
	B.A	30	78.9
	M.A	-	-
	Other	-	-
Total	-	38	100

As shown in table 4.2, regarding sex distribution of teacher respondents 21(55.3%) is male and 17(44.7%) teacher respondents were female. Regarding age 12 (31.6%) teachers were to the age of 20-30, 17 (44.7%) of the teacher were to 31-40and 9(23.7 %) teachers were above 40 years.

Regarding experience wise, 5(13.1%) teacher respondents have served for 0-5while 10(26.4%) of the teacher, respondents have served for 6-10 years and 15(39.5%) were ranged between11-15yearsand the reaming 8(21%) were rangedabove 16years. Regarding education qualification majority of schools teachers were 30(79.9% first-degree holders whereas 6(21.1%) had diploma holders.

Table4.3: Students, disciplinary problems observed in the school

NO	Items	values	Response					
			Students=140			Teaches=38		
			AO	SO	NO	AO	SO	NO
1	Shouting in the classroom	N	80	60		25	13	
		%	57.1	42.9		65.8	34.2	
2	Cheating during examination	N	90	50		30	8	
		%	64.3	35.7		79	21.0	
3	Damaging the school property	N	120	10.2	10	26	12	
		%	85.6		7.2	68.4	31.6	
4	Moving in the classroom without permission	N	40	100		8	30	
		%	28.6	71.4		21.0	79	
5	Fighting among students stealing other students Property	N	95	15	20	25	13	
		%	67.9	10.7	14.6	65.8	34.2	

NB: AO =Always observed SO = Sometimes observed NO=Never observed

As indicated in table 4.3, item1of the respondents revealed thatslightly half80 (57.1%) of student respondents and 60(42.9%) of teacherrespondents agreed thatstudent Shouting in the classroom

was always observed in the school. Therefore, based on the data of item of, one can concluded that shouting in the classroom was one of the types of disciplinary problems observed in the schools.

In table 4.3 item 2, the respondents were asked whether cheating during examination was a disciplinary problem or not in their school. Accordingly, majority 90(64.3%) and 30(79%) of student and teacher respondents respectively responded that cheating during examination was one of the problem always observed in their school and the rest of students and teachers respondents 30(35.7%) and 8(21.0%) were replied that cheating during examination was one of the problem sometimes observed in their school.

As indicated in 4.3 item 4 the respondents were asked whether moving in the classroom without permission was observed as problem in their school or not. Accordingly, majority 100 (71.4%) and 30(79%) of student and teacher respondents respectively responded that this problem was not observed in their school. Therefore, based on the finding, one can concluded that moving in the classroom without permission was not a disciplinary problem observed in the schools.

In item 5 of the same table above, the respondents were asked whether fighting among students were observed in their school or not. Accordingly, majority 95(67.9%) of student and 25(65.8%) of teacher respondents said that this problem was always observed on their school.

Therefore, based on the findings, one can concluded that lack of respect to the school community, fighting among students and stealing other students property were the types of disciplinary problems observed in the government primary school Kumburo Primary School in Sasiga Woreda.

Table 4.4: Causes of students' disciplinary problems in the school

N O	Items	valu es	Response									
			Students=140					Teaches=38				
			SD	DA	UD	A	SA	SD	DA	UD	A	SA
1	Lack of interest	N		30	20	80	10		10	5	20	3
		%		21.4	14.3	57.1	7.1		26.3	13.2	52.6	7.9
2	Dislike the subject teacher	N		100	10	30			25	5	8	
		%		75.5	7.1	21.4			65.8	13.2	20.0	
3	Addicted by drugs(<i>chat</i>) and etc.	N		50		90			3	10	25	
		%		35.7		64.3			7.9	26.3	65.8	

NB: SA= Strongly Agree A= Agree UD= Undecided DA= Disagree SDA= Strongly Disagree

Table scores were determined by dividing in to three categories disagree undecided and agree. Then who have reported to be agree and strongly agree were considered as agree whereas those who reported disagreed and strongly disagreed were considered as disagree and those neither two considered as neutral or undecided.

Table 4.4 depicted the results of the questioners asked to identify the causes of the disciplinary problems observed in the government primary schools of CRC *Kumburo*. In table 4.4 item1, 90(64.2%) of student and 23 (60.5%) of teacher respondents respectively at agree level in Lack of interest students, 30(21.4%) of student and 20(52.6%) of teacher respondents agreed that Lack of interest of students. . Therefore, based on the finding, one can concluded that lack of interest to learn was one of the cause for the disciplinary problems observed in their school.

In item 2 of the same table4.4, the respondents asked dislike the subject teacher was a cause or not. Accordingly while majority 100(75.5%) of student respondents and 25(65.8%) teachers respondents disagree on this idea, whereas 30(21.4%) of students respondents and 8

20.0 of teachers were at agreeing level .the left 10 (7.1%) students respondents and 5(13.2%) teachers respondents replied undecided level. Therefore, this indicated that dislike the subject teacher was not disciplinary problem observed in the schools.

In item 3 of table 4.4, the respondents were asked whether being addicted by drug was a cause or not in their school. Accordingly, 50(35.7%) of student and 3(7.9%) of teachers disagree on this issue, 90(64.3%) of student and 25(65.8%) of teacher respondents also agreed. Therefore, this showed that addicted by drug was a serious cause for disciplinary problems observed in the schools.

Table 4.5 School related Causes

No	Items	values	Response									
			Students=140					Teaches=38				
			SD	DA	UD	A	SA	SD	DA	UD	A	SA
1	Lack of clear rules of school	N		30	20	90			25	5	8	
		%		60.5	14.	64.2			65.9	13.1	21.0	
2	overlooking the students when they use violet	N		40		100			8		30	
		%		28.6		71.4			21.0		78.9	
3	Lack of desks /seats	N		50		90			13		25	
		%		35.8		64.2			34.1		65.9	
4	Over crowdedness of the classroom	N		55		95			8		30	
		%		32.1		67.9			21.0		78.9	

NB: SA= Strongly Agree A= Agree UD= Undecided DA= Disagree SDA= Strongly Disagree

Table 4.5 showed the findings of school related causes for the disciplinary problems observed on the schools. In item 1 of table 4.5, the respondents asked whether lack of clear rules and regulations was a cause or not. Accordingly, majority 90(64.2%) of student respondents agreed and majority 25(65.9%) of teacher respondents disagreed on this point. Therefore, this showed that, as there was a gap in proper implementation of the rules and regulations of the schools.

In item,2 of the same table 45 above, the respondents were asked whether the students were overlooked when they violated school rules or not. Accordingly, majority 100(75.5%) of students and

30(78.9%) of teachers respondents agreed on this point. This showed that overlooking the students when they violate school rules were one of the major causes for the disciplinary problems in the school.

In item 3 of table 4.5, the respondents were asked whether lack of seats was a cause for disciplinary problems or not. Accordingly, majority 90(54.2) of students and 25(65.9%) teacher respondents agreed on this idea. This showed that lack of seats was also cause for the disciplinary observed in the school.

In item 4 of table 4.5, the respondents were also asked whether large class size was a cause or not. Accordingly, while majority 95(67.9%) of students respondent agreed, 30(78.9%) of teachers respondents agreed on this point. This indicated that, over crowdedness of the classroom also other causes of students' disciplinary problems'.

Table 4.6 Teacher Related Causes

N O	Items	valu es	Response									
			Students=140					Teaches=38				
			SD	DA	UD	A	SA	SD	DA	UD	A	SA
1	Lack of adequate knowledge for the subject	N		100	20	20			30	8		
		%		71.4	14.3	14.3			78.9	21.1		
2	Failure to teach students according to students capacity	N			20	120			23		15	
		%			14.3	85.7			60.5		39.6	
3	Boring to teach	N		50		90			8		30	
		%		35.7		64.3			21.1		78.9	

NB: SA= Strongly Agree A= Agree UD= Undecided DA= Disagree SDA= Strongly Disagree

Table 4.6 showed the findings of the questionnaire asked concerning teacher related causes of disciplinary problems. In item 1 of table 4.6, majority 100(71.4%) of student and 30 (78.9%) of

teacher respondents disagreed on this point. This indicated that lack of knowledge on the subject matter they teach was not a cause for the disciplinary problems observed on their school.

In item 2 of table 4.6, the respondents asked whether failure to teach students according to their capacity to learn was a cause or not. Accordingly, majority 120(85.7%) of student and 20(14.3%) of teacher respondents were agreed on this point. This indicated that failure to teach students according to their capacity to learn was a cause for the disciplinary problems observed in the school.

In item 3 of table 4.6, the respondents asked whether boring to teach was a cause for disciplinary problems observed or not. Accordingly, majority of 90(64.3%) of student and 30(78.9%) of teacher respondents agreed boring to teach issue.

Table 4.7: Family Related cause

N O	Items	valu es	Response										
			Students=140					Teaches=38					
			SD	DA	UD	A	SA	SD	DA	UD	A	SA	
1	Lack of follow up their children	N		13		125						38	
		%		10.2		89.2						100	
2	Low communication with teachers about their children	N		20		120			5			33	
		%		14.3		85.7			13.2			86.8	
3	Lack of control where their children spent timeout of school	N		40		100			3			35	
		%		28.6		71.4			7.9			92.1	

NB: SA= Strongly Agree A= Agree UD= Undecided DA= Disagree SDA= Strongly Disagree

Table 4.7 showed the finding of the study concerning family related causes of disciplinary problems. In item 1 of table 4.7 above , the respondents asked whether lack of supervising their children daily activities was a cause for the students' disciplinary problems or not. Accordingly, 125(89.2%) of student and 30(100%) of teacher respondents replied at agree level of this issue. This showed that parents' lack of supervising their children daily activities was the major cause for the students' misbehavior.

In item 2 of table 4.7, the respondents asked whether low communication of families with teachers about their children was a cause or not. Accordingly, majority 120 (85.7%) of students and 33(86.8%) of teachers respondents agreed on low communication of families with teachers about their children learning activities.

In item 3 of table 4.7 above, the respondents were also asked whether families lack of control where their children spent their time out of school was a cause or not. Accordingly, majority 100(71.4%) of students agreed and 35(92.1%) of teacher respondents agreed on low communication of families with teachers about their children learning activities. Therefore, based on the findings of table 4.7, one can conclude that family related causes were the major causes for disciplinary problems observed in komboch CRC government primary schools.

Table 4.8: The roles of teachers, PTA advice for misbehaves students

No	Items	valu es	Response									
			Students=140					Teaches=38				
			SD	DA	UD	A	SA	SD	DA	UD	A	SA
1	The School PSTAs' give advice for	N		100	20	20			30		8	
		%		71.4	14.3	14.3			78.9		21.1	
2	Regularly parents & teachers discuss	N		120		20			35		5	
		%		85.7		14.3			92.1		7.9	
3	The Community have regular meeting about students	N		80		60			25		13	
		%		57.4		42.6			65.8		34.2	

NB: SA= Strongly Agree A= Agree UD= Undecided DA= Disagree SDA= Strongly Disagree

As Table 6 depicted in item 1 of table 4.8 the respondents asked how often the school PTA advice for misbehaves students or not. Accordingly majority 100(71.4%) of student respondents disagreed, and 30(78.9%) of teacher respondents replied also disagreed on school PSTAs advice for misbehaves students in the school. This indicated that the role of PSTAs in addressing students' disciplinary problems was not satisfactory.

In item 2 of table 4.8, majority 120(85.7%) of student and 35(92.2%) of teacher respondents replied that disagreed on parents & teachers regularly discuss about misbehavior in the school.

In item 3 of the same table 4.8 above, majority 80 (57.4%) of students and 25(65.8%) of teachers respondents were replied disagreed on the Community have regular meeting about students disciplinary problems as this was not used in their schools.

Therefore, based on the findings of table 4.8 one can conclude that the role of PTA in addressing students' disciplinary problems was not satisfactory.

Table 4.9: the effect of students' disciplinary problems on teaching learning process

No	Items	valu es	Response												
			Students=140					Teaches=38							
			SD	D	A	U	D	A	SA	SD	D	A	U	D	A
1	The lesson don't completed according to the schedule	N		20			120				13			25	
		%		14.3			85.7				34.2			65.8	
2	The teacher spent most of their time managing disciplinary problems	N		20	20	100				8			30		
		%		14.3	14.3	71.4				12			88		
3	Decrease learning interest of	N		50		90				13			25		
		%		35.7		64.3				34.2			65.8		

NB: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree & SDA= Strongly Disagree

Disagree

Table 4.9 showed, in item 1 of table 4.9, majority 120(85.7%) of students highly agreed, 25(65.8%) of teacher respondents agreed highly on the lesson do not completed according to the schedule.

In item 2 of table 4.9, majority 100(71.4%) of the students and 25(65.8%) of teacher respondents agreed very highly on the teacher spent most of their time managing disciplinary problems observed. This indicated that the disciplinary problems observed on the schools were seriously affecting the students' achievements'.

In item, 3 of table 4.9 above, majority 90 (75%) of students and 22 (73.3%) of teacher respondent agreed high level the effect of students' disciplinary problems were decrease learning interest of clever students.

Therefore, based on the data of table 4.9 one can concluded that the disciplinary problems observed in the schools have found affecting the teaching learning process in the schools.

4.2. Interview results

The respondents of qualitative data consist of two types of respondents, the first group was school principals and the other group was PTA members

4.2.1. Causes of students disciplinary problems

4.2.1.1. Student related Causes

When the principals , CRC supervisor and PTA members asked what are the major students disciplinary problem that are observed frequently , the majority of them responded that shouting in the class room and behind talk when the teacher is teaching were the main students disciplinary problem . As the review literature discussed in for going chapter review students classroom disciplinary problem critically affect the teaching learning process.

Students must follow the lesson attentively however as explained by principals and members of PTA students shouting and talking with each other seriously disturb the class room teaching learning process .in addition they also explained that although the numbers of students who are

addicted by drug is very few the problem created by these students affect the teaching learning process. In addition, they also explained that although the numbers of students who are addicted by drug is very few the problems created by these students affect the teaching learning process.

4.2.1.2. School related cause of student disciplinary problem

When principals and members of PTA asked to explain what are the major school related causes that negatively affect student disciplinary problem, the majority of them explained that lack of classroom rules, and lack of knowledge about policies of the a school on the side of students were the main school related problems.

According to an interview results also revealed that very few efforts have been extended to make students aware of school policies, rules and regulations. In addition, most of teachers fail to provide clear rule and regulations for their students' and another school related problem, which during the interview, was shortage or absence of in physical aid. As pointed out by interview results moreover scarcity of instructional aid contributes to lack of learning interest on the side of student.

4.2.1.3. Teacher related causes

Principals asked to explain teacher related causes of students' disciplinary problems were : most of them pointed out that failure to use participatory and attractive teaching method are one of the causes for students' disciplinary problem. In addition lack of knowledge about how students' disciplinary could problem be treated also considered as teacher relate cause. Thus, failure to teach students according to their need and interest is the main problem observed on the side of teachers.

4.2.1.4. Community related problems

PTA members asked to explain the major community related problems that affect students' disciplinary problem. To this question, most of them responded that the selected schools under study are located in the area where a number of drug houses found. Moreover, the interviews told that the noises around the school the influence of these drug and alcohol houses are highly affect the teaching learning polices. Therefore, one can conclude that

commonly related causes are also the major causes for disciplinary problems of students observed in Kumburo CRC primary schools of Sasiga Woreda.

4.2.1.5. The effect of student' disciplinary problems

As discussed in chapter 2 disciplinary problem of students is one of the problems that negatively affect the whole teaching learning process. In this regard, principals, CRC supervisor and members of PTA asked to explain what effects do students disciplinary problem brought to the normal functioning of schools. Accordingly the majority of them were responded that distracting educational facilities, Teachers inability to complete the curriculum in accordance with the time schedule, poor academic achievement of students, demotivated teachers towards the teaching professions are some of the main effects of students disciplinary problems.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this section the summary of the major findings of the study, the conclusions drawn based on the findings and recommendations were forwarded.

5.1. Summary of Major Findings

The main purpose of the study was to identify disciplinary problems of students and its effect on the teaching learning process in Kumburo CRC primary schools of Sasiga Woreda. To this end an attempt has been made to assess causes of student disciplinary problems, effects of the problems and the role of school community to alleviate the problems.

The analysis made then justifies the following major findings.

1. What kind of disciplinary problems were observed in Kumburo CRC primary schools of Sasiga Woreda?
2. What are the causes of students' disciplinary problem?
3. How do schools address students' disciplinary problems?
4. What roles do teacher, PTA has and play in addressing disciplinary problems?

The majority 90(64.3%) and 30(79%) of student and teacher respondents respectively responded that cheating during examination was one of the problem always observed in their school and the rest of students and teachers respondents 30(35.7%) and 8(21.0%) were replied that cheating during examination was one of the problem sometimes observed in their school.

The majority 95(67.9%) of student and 25(65.8%) of teacher respondents were replied fighting among students was always observed on their school.

The majority 100 (71.4%) and 30(79%) of student and teacher respondents respectively responded that moving in the classroom without permission was not observed in their school. Therefore, based on the findings, one can conclude that lack of respect to the school community; fighting among students and stealing other students' property were the types of

disciplinary problems observe frequently in Kumburo CRC primary schools of Sasiga Woreda. While 90(64.2%) of student and 23 (60.5%) of teacher respondents respectively at agree level in lack of interest students, 30(21.4%) of student and 20(52.6%) of teacher respondents agreed that lack of interest of students. Therefore, based on the finding, one can concluded that lack of interest to learn was one of the cause for the disciplinary problems observed in their school.

Similarly, 50(35.7%) of student and 3(7.9%) of teachers disagree on this issue, 90(64.3%) of student and 25(65.8%) of teacher respondents also agreed. Therefore, this showed that addicted by drug was a serious cause for disciplinary problems observed in the schools.

.The majority 90(64.2%) of student respondents agreed and majority 25(65.9%) of teacher respondents disagreed on this point. Therefore, this showed that, as there was a gap in proper implementation of the rules and regulations of the schools.

Majority 120(85.7%) of student and 20(14.3%) of teacher respondents were agreed on failure to teach students according to their capacity. This indicated that failure to teach students according to their capacity to learn was a cause for the disciplinary problems observed in the school.

The majority 100(71.4%) of student respondents disagreed, and 30(78.9%) of teacher respondents replied also disagreed on school PTA advice for misbehaves students in the school. This indicated that the role of PSTAs in addressing students' disciplinary problems was not satisfactory.

The majority 120(85.7%) of student and 35(92.2%) of teacher respondents replied that disagreed on parents and teachers regularly discuss about misbehavior in the school

Lastly, based on the finding the following were the major identified effects that affect the teaching learning process because of students' disciplinary problem.

- Cheating during examination was one of the problem always observed in their school
- Stealing other students property was always observed in Kumburo CRC primary schools of Sasiga Woreda

- Teachers were unable to cover the curriculum due to spending a significant amount of time to manage students class room disciplinary problems
- Educational resources particularly desks, windows, doors and other school properties were damaged.
- Lack of communicating parents of misbehave students, and praising/awarding students for good behavior were the methods that the school
- Teachers were not employed active (participatory) teaching method
- Teachers fail to teach in accordance with students interests
- lack of clear rules and regulations to alleviate disciplinary problems
- Fighting among students and stealing other students property were the types of disciplinary problems observe frequently in Kumburo CRC primary schools of Sasiga Woreda and etc. were observed in these primary schools.

5.2. CONCLUSION

Based On the major findings the following conclusions were made:

The problems in the classroom and schools in general, considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors. Damage, theft, destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and students. All these issues could threaten the completely educational process.

The results of this study show that the levels of the classroom problems of the in Kumburo CRC primary schools of Sasiga Woreda government primary schools with regard to students' disciplinary problems were high. Accordingly, based on the data of the study, one can conclude that shouting in the classroom, damaging the school property lack of respect to the school community, fighting among students and stealing other student's property were the major types of disciplinary problems observed in the schools.

In addition, the findings of the study, mentioned disciplinary problems were lack of interest to learn, being addicted by drug, a gap in proper implementation of the rules and regulations, lack of follow up students parent their children daily activity, the increasing of illegal video and chat houses around the schools were the major causes for the observed disciplinary problems of students in in Kumburo CRC primary schools of Sasiga Woreda

Failure to collaborate with parents is also one of the main causes of student disciplinary problem. School need to build successful collaboration between school and parents. According to school improvement program manual, collaborative schools are those who involved parents and stakeholders in real decision making. However as obtained from the finding the majority of respondents pointed out that there is poor communication between schools and parents that make schools unable to obtain support from the community.

Thus, poor communication is one of the causes of the problem. Promoting participatory /active/ teaching method contributes to effective teaching and learning and to good behavior of students.

Because, students will have the opportunity to reflect their opinions and interests. However, the study revealed that most of the teachers do not employ active learning. Thus, students are unable to express their opinion and it is one of the causes of students' disciplinary problem.

Most teachers have not been using material and psychological rewards in order to motivate their students for active learning. The effort of most teachers to use up-to-date teaching aids in order to arouse the students for more participation was not satisfactory. A great number of teachers were not also in a position to present their lessons in a simple and coherent language. Generally, most teachers were not able to sustain the attention of their students by using various motivations

5.3. RECOMMENDATIONS

The following recommendations were made based on the findings of the study

- The child right promotion activities were strengthened with concerted efforts of school administrations, teachers, education offices and other relevant local authorities given many opportunities given capacity-building support in order to carry out effective promotional activities.
- School leaders give the opportunity to participate in addressing discipline issues not as objects of correction but as subjects who can make a difference in improving school discipline and established child right clubs feel a sense of responsibility and accountability.
- Both school principals and school PTA regally to be oriented Children on what is acceptable and/or unacceptable in view of expected behavior at school as well as at home.
- To increase cooperation between schoolteachers, administrations and the departments of education to reduce the academic problems that face teachers in the classroom through regular meeting and discussions.
- It would be better to involve pupils and teachers in the establishment and enforcement of rules at classroom level. Besides, it would be desirable to uniform pupils concerning the school policies, rules and regulations regularly.
- It is important for the school principals to give attention to study the problems of the misbehaving students and suggest possible solution to them.
- .Teachers need to be good models to their students from the first day of the class. It is alsoadvisable that teachers have a genuine interest and positive outlook to help students.
- It would be better if school promote cooperative relationship with parents for the improvement of students' academic and disciplinarily matters. It would be also important for schools to initiate interactions with the community and give orientation about their schools.

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APPENDICES

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

AppendixA

Questionnaire Filled by teachers and students

The Purpose of this study is to investigate the nature of Students' disciplinary problem and its effect on the teaching learning process in Kumburo CRC Primary Schools in Sasiga Woreda. To this end, this survey requires your opinion about issues related to disciplinary problem and its effect on the teaching learning process in your school. Read each items carefully and Consider the overall condition of your school as you chooses your responses should reflect your knowledge and opinions of the issue studied. Responses to the study are confidential and no individual will identifying in any report of the study data. Participation is also voluntary. Your genuine response to this study is indispensable. Therefore, give your response by circle the letter or number or by writing in the space provided

NB: Please do not write your names in any part of the questionnaire.

Thank you in advance for your kind cooperation!

Part One: - Respondent Profile

1. Name of the School _____

2. Sex: Male Female

3. Age: 20-30yrs. 40 yrs. a 40years

4. Years of service: 0-5years 6-10years

11-15years Above 15ye

5. Qualification: Diploma Degree Masters (MA)

PartTwo

The following list can be type of disciplinary problems in the school /class room, please give your opinion weather you encounter in your school/classroom and circle the representative number from the given alternatives

Rating Scale: 3 = Always observed 2= Sometimes observed 1=Never observed

No	Items	Rating Scale		
		1	2	3
1	Shouting in the classroom			
2	Moving in the classroom without permission			
3	Cheating during examination			
4	Fighting among students stealing other students Property			
5	Damaging the school property			

The following items can be causes of disciplinary problems in the school classroom. Please give your opinion if you encounter in your school and circle the number from the given alternatives.

Rating Scale: 5=strongly agree 4= Agree3=Undecided 2=Disagree 1=strongly disagree

Students, and teachers disciplinary problems observed in the school

No	Items	Rating scale				
		S	DA	UD	A	SA
		1	2	3	4	5
	Students, and teachers disciplinary problems observed in					
1	Shouting in the classroom					
2	Dislike the subject teacher					
3	Addicted by drugs(<i>chat</i>) and etc.					
	Causes of students' disciplinary problems in the school					
1	Lack of interest					
2	Dislike the subject teacher					
3	Lack of interest					
	School related Causes					
1	Lack of clear rules of school					
2	overlooking the students when they use violet					
3	Lack of desks /seats					
4	Over crowdedness of the classroom					
	Teacher Related Causes					

1	Lack of adequate knowledge for the subject matter					
2	Failure to teach students according to students capacity					
3	Boring to teach					
	Family Related cause					
1	Lack of follow up their children					
2	Low communication with teachers about their children					
3	Lack of control where their children spent time out of					
	The roles of teachers, and PSTAs'					
1	The School PSTAs' give advice for misbehave					
2	Regularly parents & teachers discuss about misbehavior students					
3	The Community have regular meeting about students disciplinary problems out of school					
4	The lesson don't completed according to the schedule					
5	The teacher spent most of their time managing disciplinary					
6	Decrease learning interest of clever students for misbehavior students					

Appendix B

Interview for schools principals

- 1) What measures have been taken by the school administration so far against those misbehaving students?
- 2) What are the major factors that attributed to the cause of students missbehavior?
- 3) How do you treat your teacher those who come from different environment?
- 4) What is your suggestion to solve the problem of students regarding the discipline?
- 5) How do you describe the prevalence of disciplinary problems in your school?
- 6) What are the most frequently observable student discipline problems of your school