JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRACTICES AND CHALLENGES OF HANDLING STUDENTS' DISCIPLINARY PROBLEM IN JIMMA TOWN GOVERNMENTS' SECONDARY SCHOOLS

BY- FEKADU ZELEKE FANTA

June, 2006

JIMMA, ETHIOPIA

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRACTICES AND CHLALLENGES OF HANDLING STUDENTS' DISCIPLINARY PROBLEMS IN JIMMA TOWN GOVERNMENTS' SECONDARY SCHOOLS

BY :-FEKADU ZELEKE FANTA

ADVISOR:-EWNETU HAILU (ASIS.PROFESSOR)

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT, INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR MASTERS OF ARTS DEGREE IN EDUCATIONAL LEADER SHIP

June, 2006 E.C

JIMMA, ETHIOPIA

LETTER OF APPROVAL

This to certify that this thesis prepared by Fekadu Zeleke entitled "***The Practice and Challenges of Students Disciplinary Problem of Jimma Town Governments Secondary Schools***" and submitted to partial fulfillment of the requirements for the Degree of Masters of Arts in Educational leadership and management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

_____   _____   _____

Department head name   Signature   Date

_____   _____   _____

Advisor Name   Signature   Date

_____   _____   _____

Internal Examiner Name   Signature   Date

_____   _____   _____

External Examiner Name   Signature   Date

I

DECLARATION

I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all sources or materials used for the thesis have been acknowledged.

This thesis " *Practice and Challenges of Handling Students' Disciplinary Problems of Jimma Town Governments' Secondary Schools",* is approved as the original work of Fekadu Zeleke.

Approved by board of examiners:

Chair person name   signature   Date

_____

Advisor Name   Signature   Date

_____

Internal Examiner Name   Signature   Date

_____

External Examiner Name   Signature   Date

_____

<u>Acknowledgement</u>

I express my deepest appreciation to my advisor, Ato Ewnetu Hailu (Assistance prooffessor) for his constructive comments, suggestions and professional advice that guided this thesis to its completion.

Moreover, I need to thanks my respondents including students, teachers, vice principals, principals and PTA members of the schools under the study for their commitment to reveal the responses.

Lastly my thanks also go to my wife, W/ro Abeba Balcha for her contributions in facilitating a comfortable research condition and end less moral support at home .

Thank you!

Abstract

The purpose of this study was to assess practices and challenges of handling students' disciplinary problems in the Government secondary Schools of Jimma Town. To identify major student-initiated disciplinary problems and which of them were common features in all government secondary schools, and have maladaptive causes, as well as, to explore whether the existing disciplinary procedures help to handle disruptive behavior. The descriptive survey method is employed that; involves description of the extent of association between two or more variables using questionnaire. Samples were drawn from 3-government secondary schools: teachers and students, who were respondent to questionnaire, while unit leaders, (vice) principals, and PTAs, interviewed. To investigate more data, documents and records of the disciplinary procedures and practices of the sampled schools were analyzed. The sampling technique employed for teachers and students' respondents was purposive sampling to obtain relevant information about the students' discipline cases. 96 home room teachers and 500 students who were one-to-five organization leaders purposefully selected to provide quantitative data. Unit leaders, (vice) principals and members of PTAs were invited using census sampling method to obtain qualitative data from the entire informant group. Analysis of quantitative data was entertained using SPSS based statistics for calculating percentage, mean and standard deviation. Qualitative data were used to triangulate the reliability of the data obtained by the previous means, plus to fill the gap which could be missed by the statistical tools and procedures. Findings have shown that interference of maladaptive behaviour in the government secondary schools has been knotty; Cheating and disturbance in the exam, and much of incidences are aggravated by misuse of mobile technology. The problem of handling discipline in the school is too multifaceted and complex to provide an ideal solution for all circumstances. Lack of collaboration from parents and key stakeholders in the area of disciplining the students; administrative and timely decision making by board of management; limitation in empowerment of unit-leaders were cause relate.; and the practice only of warning were evidenced. Failure of wrong doer students and/or resistance of their parents to admit decisions; lowered PTA's attitude in responsibility area often expressed with retarded effort; and still use of technological devices were among the challenges. Finally the need for understanding and mainstreaming shared responsibility by various stakeholders; capacity building and empowerment strategy; revision of criteria for school boarding and management of discipline; revise and use the past governments' rules, regulations and manuals; rules related mobile usage; and community advocacy by NGOs were recommended to improve the situation.

<u>List of Acronyms</u>

ETP =Education and Training Policy

ESS =the Education Sectors Strategy

ESDP = Education Sector Development Programs

MoE = Ministry of Education

NGO = Non Government Organization

OHI = Organizational Health Index

PTA = Parent – Teacher Association

TABLE OF CONTENTS

Content   **page**

   CHAPTER ONE

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

List of Tables

List of Figures

CHAPTER ONE:

INTRODUCTION

1.1 Background of the study

Discipline is the required action by a teacher toward a student or a group of students after the student's behavior disrupts the ongoing educational activity or breaks a pre established rule created by the teacher , the school administration or the general society. Discipline, guiding children's behavior , or setting limits are all concerned with helping children learn how to take care of themselves, other people , and the world around them. (paul,2012)

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, 1983).

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) discipline is a necessary condition for effective action in the social world. On the other hand, Foucalt (1995) cited on Ewnetu (2013), arguing in that discipline is a repressive operation by which individuals are seasoned in to productive labor. Alemayehu,(2012) in his part defines Students disciplinary problem (misbehavior), which refers to a behavior that disrupts the teaching-learning process, creates psychological and physical discomfort and harms property, is with far reaching implications towards the achievement of educational goal.

All the above citations clearly showed discipline is a system incorporates behavioral norms providing, maintaining and sustaining a safe, orderly, productive and qualitative atmosphere of a school organization; hence, the missing of one or all of discipline factors might discomfort, disrupt and distort the process and effects of the school.

School discipline is the system of rules, punishments, and behavioral strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools (Goodlad, 1983). Its aim is to control the students' actions and behavior. An obedient student is in compliance with the school rules and codes of conduct (Caine 1991). These rules may, for example, define the expected standards of clothing, time keeping, social conduct and work ethic. The tem discipline also applied to the punishment that is the consequence of breaking the rules (Goodlad). The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or against school policies, educational norms, school

traditions, etc. (Greenberg, 1987). The basic theory behind the positive approach is that when a student is treated as an adult.

School discipline practices are generally informed by theory from psychologists and educators. There are a number of theories to form a comprehensive discipline strategy for an entire school or a particular class (*Cotton, 2009*). Positive approach is grounded in teachers' respect for students. Instills in students a sense of responsibility by using youth/adult partnership to develop a share clear rules, provide daily opportunity for success, and administer in-school suspension for noncompliant students *(Platt, 2005).*

As Platt's further discussion, based on Glaser's Reality Therapy research (e.g. Alen) is generally supportive of PAD program. Teacher effectiveness training differentiates between teacher-owned and student-owned problems, and proposes different strategies for dealing with each (Greenberg, 1987). According to him, students are taught problem-solving and negotiating techniques. He argues in that researchers (e.g. Emmer & Aussiker) find that teachers like the program and that their behavior is influenced by it, but effects on student behavior are unclear.

An Adlerian approach is an umbrella term for a variety of methods which emphasize understanding the individual's reasons for maladaptive behavior and helping misbehaving students to alter their behavior, while at the same time finding ways to get their need met. Named for psychiatrist Alfred Adler, these approaches have shown some positive effects on self-concepts, attitudes, and locus control, but effects are in conclusive (Emmer & Aussiker in Nelson*, 1987).* Nelson adds, not only were the statistics on suspensions and vandalism significant, but also the recorded interview of teachers demonstrates the improvement in student attitude and behavior, school atmosphere, academic performance, and beyond that personal and professional growth.

When teachers effectively communicate rules, set high expectations and provide frequent feedback, the need for discipline will likely be infrequent. However, action is occasionally required to correct a situation where a student has broken the rules or is not putting in the required amount of effort *(*Platt, 2005; Cotton, 2009)*.

Researches and studies show that different countries have designed their own rules and regulations that help them to effectively and efficiently handle students' disciplinary problem of their country, for instance, Hong Kong, Canada, USA…etc. (Mathew chi Leung, 2001). Appropriate school learning theory and educational philosophy, then, is a strategy for preventing violence and promoting order and discipline

in schools. Student's disciplinary problem is not only an issue of limited countries or schools. It is an issue of most developing and developed countries. In line with this different countries have their own rules and regulations those help them to manage the disciplinary problem of students and to take corrective measure.

In Ethiopia, the past education policies indicate that different subjects were included in the curriculum that help to shape students' behavior and to make them "loyal and honest for their country and the then rulers." The subjects were ethical education of the emperor era and political science of the Dergue regime. These subjects were more inclined to religion and politics in their content. This indicates that the education policies of the proceeding two governments were neither secular nor free from religion and political influence.

Since education is broadly recognized as the basis of development, it requires not only being secular to its design, but also needs to be implemented in most decent and in an orderly school environment. It is for this reason that the government of Ethiopia has recognized education and put the issue of education in different legal documents. Concerning this, UNESCO (2006/7) stated that the main principles, objectives and goals of education in Ethiopia are enunciated in the proclamation of the constitute of the Federal Democratic Republic of Ethiopia of 1995, the Education and Training Policy (ETP) 1994 and the Education Sectors Strategy (ESS) of 1994, and Education Sector Development Programs (ESDP). In all these documents education is viewed as an excellent instrument to bring up good citizens who can solve problems having the needed knowledge, skills, and positive attitudes.

The need to conduct a research on area of practices and challenges in handling students' disciplinary problem also emanates from the severity of students disciplinary problems in secondary schools that manifested daily and its impact on quality of education paradox with the current education and training policy of our country. The general educational objectives and goals of our country is urging ''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) in general.

1.2. Statement of the problem

Discipline is probably the most difficult and unpleasant part of any teacher's (and also director's) job. Though policies, programs, rules and regulation have been designed and implemented at the national, regional and local levels, they all have contributed little to create an orderly, highly disciplined school environment in many areas and in many aspects of school teaching-learning climate.

A school is, in fact, a highly social climate where contributions for the child development streamline from various attributers, in both internal and external environment of the school's supra system. Obviously, school leaders, teachers and school communities, internally, have greater responsibility and accountability to shape and manage students' learning efforts and effects within workable disciplinary procedures. However, because of various factors the in-school efforts have yet not been as effective as intended to handle students' disciplinary problems. Many teachers often report their challenges they usually face when they consider to manage their classrooms. Among others, the challenges the home-room teachers are facing, nowadays, is of high cognizance.

Many researchers' evidence the fact that students' discipline was problem number one to affect the teaching learning process in the class and in school and this problem has a huge impact on the success of students' achievement.

In this particular regard, the annual statistical report of Jimma Town Government's Secondary Schools shows that students' disciplinary problems, for instance, absenteeism, late coming, disrespecting attitude by many students towards teachers, authorities, and peer violence; failure to wear school uniform properly; proper attention to do assignments; maintaining their own and school's educational materials; and none the least, the perturbing issue of cheating and plagiarism in assignments and in the administration of formative examinations are among the challenges most schools faced for years.

These show the existence of a considerably huge gap between the education policy goals, statements of school objectives and the unfold reality, perturbing problem pertinent to student discipline, existed in the town's Government Secondary schools. So this practical constraining problem sought a research attention on the issue of students' classroom and in-school discipline, to understand the situation clearly and search for means and ways reducing the strains.

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.

A positive approach to discipline involves a process designed to solve performance problems and encourage good performance (Greenberg, 1987). In this particular concern and context, the notion" the Five-to-One'' procedure, which in fact, has been practiced in many social-political climate and approved by the government to strength its implementation in schools and classrooms, designed primarily to solve students' performance problems. Besides, it has multi-purpose to strengthened mutuality among the peer group and to create a cooperative trust and disciplinary class climate if implemented accordingly. How the system has been serving the classroom process in general, and in settling disciplinary intention in particular quested investigator's attention.

In fact, before any disciplinary action is required, there must be a governing rules and regulations in place and school norms strongly tithing the school members at different level working safe and in peace. The members need deep understanding why the rules and regulations are there. The rules of conduct, on the other hand, should be consistent and fairly implemented ones. If the discipline procedure to be effective, according to Baker & Gersten (1998), it should: (1) emphasize correcting the problem rather that distributing punishment; (2) maintain the students' self-esteem and dignity; (3) provide for increasingly serious consequences if the problem is not resolved; (4) be easy for the teacher to administer and evaluate; and (5) result in desired behavioral change.

Previous unpublished research conducted in Addis Ababa by kebede Jira (2001) also shows that student's disciplinary problem is more existed in secondary schools. Because the age of this level students by its self if not properly managed by their parent and school communities, it might lead them to have disciplinary problem. These problems also manifested in different ways by violating schools rules and regulations. For instance, absenteeism, late coming, not wearing school uniform, disrespecting teachers and school community, frequent missing of homework and class exercises, sexual harassment, using druggist attitude on chat, cigarette, alcohol drinks (this time 'shisha' and 'mastish', and group conflicts all are the main student-initiated disciplinary problems of secondary schools.

This researcher highly argues in that for high schools of Jimma town to be effective, the students' disciplinary challenges should be resolved, and if disciplinary challenges are to be resolved, apart from the internal school consolidated staff efforts, there need a strong and sustaining effort intervention from the educational stakeholders.

that help to resolve the students' disciplinary problems of the high To come to a sound and meaningful conclusion, this researcher attempted to find answers for the following basic research questions.

1. To what extent does discipline is a compelling problem in the government secondary schools of the town? And what are the major disciplinary problems frequently initiated by disruptive behavior of the students?
2. What are school internal efforts and contributions by teachers, unit leaders, directors, and PTAs, maintained to harmonize student discipline
3. To what extent the exiting disciplinary rules and procedures adequately supportive to harmonize students with good discipline?
4. What are the intervention and support particularly of parents and the immediate community in making high schools effective center of learning?
5. What are the major challenges and contextually applicable solutions for schools to overcome the students disciplinary problems?

1.3. Objectives of the Study

1.3.1. General Objective

This study aimed to assess practices and challenges of handling students' disciplinary problems in Jimma Town Government secondary Schools.

1.3.2. Specific Objectives

The study also had the following specific objectives:

1. To identify the student- initiated disciplinary problems and which of them were common features in all government secondary schools, and have maladaptive causes;
2. To assess the school internal efforts and contributions by teachers, unit leader directors, and PTAs, maintained to harmonize student discipline.
3. To assess to what the extent existing disciplinary procedures help to settle disruptive behavior by Rules.
4. To explore the intervention and support level particularly of parents and the immediate community in making schools effective center of learning;
5. To search for working solutions to solve students disciplinary problems

1.4 Significance of the Study

The study attempts to investigate the current practices and challenges of schools to handle disciplinary problems in case of Jimma Town Governments' Secondary schools. By assessing the current experience of all governments' secondary schools, the result:-

- May provide a comprehensive picture on the exiting challenges and practices, with the gap, to be filled by the collaborative and sustainable effort of key stakes to bring high schools into a better effective instructional climate.
- May create awareness in school community how to handle student's disciplinary problem and overcome challenges.
- May also contribute its part to minimize disciplinary problems in school and facilitate the role of responsible bodies like PTA, school board and parents, how to work together to handle students disciplinary problems and reduce success risks.
- Lastly it may encourage other research practitioners to further on investigating the problem on student discipline and find on working solutions that alleviate the problem.

1.5. Delimitation of the Study

This study was conducted in Ormiya Regional State, Jimma Town, three government secondary schools. Because as rumors goes on, student discipline problems now a days are critical problems. Since students at this grade levels are preparing themselves for national examination the lost discipline might displace a number of students who grapple in search of their destination in the education career, and the problem, unless to be managed by working mechanisms, it may cause aggravation to disrupt the teaching learning process.

Though had it been good to make a comparative view about the general discipline profile within the sector (including non governmental, community and private secondary schools), the research focus was delimited to the case of three Government secondary schools only. The study intentionally excluded nongovernmental, community and private secondary schools because of the manageability of data, workloads on the part of the researcher, and budget requirement such a large study population sought.

The study included only sample respondent groups, selected from each government secondary school. The study was also delimited in its assessment scope in that it emphasized on practices and challenges in handling disciplinary problem of students on the basis of rules and regulations.

7

1.6.Limitation of the study

➤ During conducting this research ,the researcher faced the following constraints :-

▪ Shortage of time due to work load of the researcher.

▪ Financial constraints

▪ Lack of availability of respondents on time specially PTA members

1.7. Organization of the Study

This study comprises of five chapters. The first chapter is the introduction which includes the background of the study, statement of the problem, objectives of the study, significance of the study and delimitation and limitation. The second chapter presents literature review related to the area of student discipline and matters related to it, while the third chapter discuses the research methodology employed in the study. Analysis and interpretation of the research findings is presented in the fourth chapter. Finally, conclusion, discussions and recommendations are presented in chapter five.

1.8.Definition of key terms

Challenge :-Something new and difficult that forces you to make a lot of effort.

Discipline:-The practice of training to obey rules and behave well.

Misbehavior:- Improper , inappropriate or bad behavior.

Practice :- The usual or expected way of doing something in a particular organization or situation

Rule:- An official statement that tells you what you must or must not do in a particular situation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1.Discipline

The word discipline is understood today to mean confirming 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 aren't any big discrepancies between the systems of values represented by teachers and students. He goes on to say that the basis for conscious discipline at school in the educational process is in treating children and adolescents as partners who are shown respect by others but also are given appropriate responsibilities (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) discipline is a necessary condition for effective action in the social world. On the other hand, Foucalt (1995) cited on Ewnetu (2013), arguing in that discipline is a repressive operation by which individuals are seasoned in to productive labor. Alemayehu,(2012) in his part defines Students disciplinary problem (misbehavior), which refers to a behavior that disrupts the teaching-learning process, creates psychological and physical discomfort and harms property, is with far reaching implications towards the achievement of educational goal.

All the above citations clearly showed discipline is a system incorporates behavioral norms providing, maintaining and sustaining a safe, orderly, productive and qualitative atmosphere of a school organization; hence, the missing of one or all of discipline factors might discomfort, disrupt and distort the process and effects of the school.

Globally, the role of student's discipline in quality education has been increasingly recognized. Accordingly, well-managed schools and classrooms are seemed to contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules, procedures and

policies; and these should be clearly understood able by all key collaborators and stakeholders of school activities. Constructive discipline and reinforcement of positive behavior connected to a serious nature on student purpose (Craig, Kraft & Plessis, 1998). Moreover, mismanagement of student behavior results in juvenile delinquency (Michael Shader, 2005).

Student misbehavior is defined as any behavior that interferes with the effectiveness of the teacher's instructional plan or a student's ability to learn (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 (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 discipline and interaction with students to deplete the inappropriate behavior (Debruyn, 1983).

Students recognize that teachers play a major role in curtailing inappropriate behavior through the employment of effective instructional activities (Supapron, 2000; Doyle, 1986). When misbehavior reaches a certain point, instruction fails to have its desired effect on the students. Recognizing the seriousness of behavior in the classroom is an essential part of teaching. Teacher-preparation programs should understand the problems confronting teachers in the classroom with regard to student misbehavior if instruction is to work and students are to learn. Providing teachers with valuable tools to manage student behavior effectively could slow the teacher attrition rate in education (Moore & Camp, 1979). Stebbins (1971) found that teachers rarely communicate among themselves to any depth about the subject of student misbehavior even though the stress generated by misbehavior was of greater concern than other working conditions (Abel & Sewell, 1999).

The above citations insight us with effective productive classroom activities, the disruptive issue of maladaptive behavior of students dysfunction the classroom productive efforts and the influence this might have to student and school program effects. Thus, typical results related to this would be shown in a subsequent report.

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 officials have already identified the meaning and impact of miss- behaviors and even who has to control it. However, even if the problems are identified as they exist, and as they are practically observed in many towns' schools, serious measures required to be taken to bring delinquency under control of collaborative hands, not to dominate the instructional climate.

Recognizing the seriousness matter of behavior in the classroom is an essential part of teaching. Teacher plan, preparation, and classroom management should be understood from that of the problems confronting teachers with regard to student misbehavior as far as instructional effectiveness and students' success are concerned. Providing teachers with valuable tools to manage student behavior effectively could slow the teacher attrition rate in education (Moore & Camp, 1979).

Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of students. It comprises a wide spectrum of meaning well from the negative or positive perspective. However, it is humans immune to always focus on the negative smell and that would be considered a popular issue if it involves an individual or a group that claims an intimate relationship within a society. The discipline problem in schools is ranked as a major problem among students of primary and secondary schools in different localities and communities. Disruptive behavior is a concern to schools and parents and to fellow pupils, whose education may be adversely affected. So it can't be ignored, and schools must tailor a well understood sound behavior and discipline policy.(European Journal of social science Vol.II.Nov.2004)

Students' misbehavior is a prevailing problem affecting schools across nations around the world. Students' misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition. Serious breaches of school discipline policy can have profound negative effects on teachers. Teachers subjected to abuse or intimidation report experiencing fears for their safety, lack of sense of dignity at work, intense feelings of anger, humiliation or shame, isolation and depression.

Some teenagers may never reveal the nature of the incident or its impact on them. In such cases, the confidence of the teacher has been undermined; his/her sense of personal safety violated and the perpetrator has not been sanctioned (Slavin, 2003). One of the most widespread reasons for bad discipline however is usually a student's inability to cope with the tasks. The noisiest students will demonstrate their

frustration by loud outbursts, disruptive behavior, while the rest of the class may remain passive (Sternberg, & Williams, 2002).

Basically, discipline problems occur when a student refuses to obey rules of the classroom or school. Rules that deal with human actions will eventually be broken and require some sort of punishment. The concept of matching the punishment with the rule violation requires that the rules be presented in written format and that the punishment for violations be specified. Rules must also relate to the stated function of education or the school process and, again, common sense must prevail in establishing disciplinary action for breaking a rule. Teachers, in making rules for individual classroom behavior, should constantly be reminded of this principle. Furthermore, all students must be aware and prudent of the rules before disciplinary action can be administered (Franken,1998).

Therefore, this research attempts to investigate whether the high schools are basically relied on the rules, regulations, and norms, and yet these, as a procedure, are emphasized to create, maintain and sustain an orderly school climate.

2.2 Classification of Students Misbehavior

Alemayehu, (2012) mentioned; there is no universally accepted uniform classification of student misbehavior. Review of available literature, however, uncovered that classification depends on the level of seriousness of the behavior exhibited. Student misbehavior ranges from those most salient acts and behavior (type-1) to the least serious (level-4). These are briefly discussed as follows along with the specific misbehavior types and corresponding corrective actions.

2.2.1 Type-1 Behavior

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

2.2.2. Type-2 Behavior

Type-2 behavior refers to a misbehavior that is still illegal and/ or very serious misconduct, but not life or health threatening**.** This includes Possession of transmitting or any portable electronic communications device; minor Sexual Misconduct, Indecent Exposure, Theft, False Alarm, Extortion/coercion, Gambling, Trespassing, Vandalism, Disruption and Use of Tobacco. The disciplinary action against such misbehavior

involves: First offense-Short-term Suspension (4-10 days) Second Offense- Long-term Suspension ((11-90 days) Third Offense-Recommendation for expulsion.

2.2.3. Type 3 Behavior

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

2.2.4 Type 4 Behavior

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

2.3 Importance of School Discipline

The respect of school discipline is important for the success of organizational and institutional goals. In relation to this *Ewnetu (2013)* listed school discipline:

- Ensuring the safety of students and teachers;
- create a conducive climate for teaching and learning;
- Teaching students needed skill for successful interaction in school and society; and
- Reducing rates of future misbehavior.

In this regard, the research gives a considerable amount of attention if the presence or absence of discipline has strengthened or loosened the conducive, safe environment in the visited high schools.

2.4 .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 for Sulich, includes creating and keeping rules based on reciprocal understanding and tolerance and requires establishing limits that must not be transgressed. As McManus (1995) cited in Sulich (2004), 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) cited in Sulich (2004), 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. The strategy that is most important for us is the strategy of rebellion because this one causes the biggest problems. It is used by students who want to disturb the teacher in an ostentatious way: the only solution for rebellion is to first find the cause, which can be a difficult living situation at home, emotional problems, or the desire to be the center of attention. As to Komorowska's citation, it is usually easier to draw someone's attention (classmates or the teacher) by behaving badly than by behaving properly, which can take more time and effort.

Rebellious students are often confused with good students who show their weaker classmates in an equally ostentatious way. Rebellious students can easily be confused with overactive children with a disposition of kinesthetic learning. So the first step is to find out which students have real discipline problems. To avoid conflicts with rebellious students, teachers should avoid open tests of strength and alliances, praise them often for even small successes, emphasize their best qualities, and use their abilities for the good of the class, Komorowska cited in Sulich.

2.5 Strategies to Handle Students Disciplinary problems

According to Sulich, one of the main problems for every teacher, especially those just starting their careers, is being able to keep peace and order in class. We might have heard of well-meaning new teachers who wanted to be friendly with their students but encountered chaos when students paid no attention to them. When this problem occurs, the teacher ends up wasting class time silencing students and calling for order, and sometimes doesn't realize what went wrong. To that end, this researcher strongly argues on the need of arranging student induction program each year for new-comer students, and this could be celebrated together with New Year school opening ceremonials.

He argues in that even young children going to school for the first time have their own expectations of the institution of school and the people working there. These expectations reflect the specific culture of the school organization and the standards of behavior required by all the students and the consequences otherwise.

Disciplining students particularly those with chronic or serious behavior problems is a long-standing challenge for educators. They must balance the need of the school community and those of individual students. At the heart of this challenge is the use of punitive versus supportive disciplinary practices. Though increasingly common in recent years, reliance on punitive approach to discipline, such as "zero tolerance" policies, has proven largely ineffective, even counterproductive. This holds true for general education students (*NASP, 2002).* Current research and legislation offer alternative "best practice" strategies and that support the safe education of all students. Such effective discipline practices ensure the

safety and dignity of students and staff, preserve the integrity of the learning environment, and address the causes of a students' misbehavior in order to improve positive behavioral skills and long- term out comes.

2.5.1 Does a Punish –Based Discipline Improve School Safety and Learner Behavior?

Research has repeatedly demonstrated that suspension, expulsion and other punitive consequences are not the solution to dangerous and disruptive student's behavior. In fact evidences, indicates that dangerous students do not become dangerous to others when they are excluded from appropriate school settings; quite often they become more so. Youth who are not in the labor force are at exceedingly high risk of delinquency and crime *(NASP, 2002).*

This researcher argue to the point that, as a matter of fact, suspension, and expulsion might benefit none of the parties in the school; and the consequence, in fact, is loose of the scarce resource expended to the victim student or students. But, as far as the notion of creating norms, maintaining and sustaining safe and orderly school climate, this social right might cause un inevitable consequences and effects harming the harmony of school instruction.

2.5.2 Positive Strategies Improve Safety and Outcomes for All   Students

Positive discipline strategies are research-based procedures that focus on increasing desirable behaviors instead of simply decreasing undesirable behaviors through punishment .They cha the importance of making positive changes in the Child's environment in order to improve the child's behavior. such changes may entail the use of positive reinforcement, modeling, supportive teacher-student relations, family support and assistance from a variety of educational and mental health specialists.

Research has proven that positive discipline strategies benefit all students because:

- ❖ Opportunity to forge relationships with caring adults, coupled with engaging curriculum, prevent discipline problems.
- ❖ A discipline that is fair, corrective, and includes therapeutic group relationship- building activities with students reduces the likelihood of further problems.
- ❖ Strategies that effectively maintain appropriate social behavior make schools safer. Safer schools are more effective learning environments.
- ❖ Positive solutions address student needs, environmental conditions, teacher interactions and matching students with curriculum.
- ❖ Reducing student alienation through such effort as "school-within-a-school" or peer relationship program can dramatically reduce acting out in school, especially in large settings.

- ❖ When students are given an appropriate education in conducive environment, they improve behavior and performance.
- ❖ Appropriately implemented, proactive behavior support systems can lead to dramatic improvement that has long-term effects on the life style, functional all communication skill and problem behavior individuals with disabilities or at risk for negative adult outcomes.

In addition to this, related researches indicate that effective implementation of proactive behavioral supports includes:

- ❖ Culturally competent, family-friendly behavior support.
- ❖ A focus both on prevention of problem behaviors and early access to effective behavior support.
- ❖ Implementation with sufficient intensity and scope to produce gains that have a significant and durable impact on behavior.
- ❖ For individual students, an assessment, including a functional behavior assessment, conducted when the problem behavior is first observed or as a proactive activity.

2.5.3 Alternative Educational settings Support Academic and   Behavioral Success

Not all significant behavior problems can be adequately addressed through proactive behavioral support strategies, given the range of casual factor and more immediate concerns for student safety. However, removing students from needed educational services through suspension or expulsion is not the answer. Students who need to be removed from the regular education setting for even a short time should have access to appropriate instruction. The IDEA regulations specify an alternative to discontinuing the educational services of students with disabilities through implementation of Interim Alternative Educational Settings (IAES). An IAES is a temporary short- term settings, and must:

1. Enable the student with disabilities to continue to receive those services and modifications that will enable the child to meet the goals set out in the IEP.
2. Include services and modifications to address the behavior (e.g; possession of a weapon or drugs , the threat of injurious behavior) and prevent its recurrence(Bear, Quinn &Burkholder)

The other psychologist (Dr. Paula Vickers) listed six steps to handle disciplinary issues in class room

2.6. Six Steps to Handle Disciplinary Issues in Class Room

I Step 1: Have a discipline plan, a set of consequences for misbehavior. Post your plan or give your students a copy of the plan to keep in their notebook.

II Step 2: Teach your students what is expected of them and the consequences that will occur if they break your rules. When students know ahead of time what is expected and what the consequences are, they are better equipped to stay within their boundaries.

III Step.3: Remain calm at all times. Showing your anger or raising your voice when misbehavior occurs will only escalate the situation.

IV Step 4: Focus on the issue and do not get sidetracked by things/ issues the student may bring up (such as "you just don't like me'' or "so and so did it, too"). Maintain   your focus.

V Step 5: Do not take things personally and do not retaliate. Focus on the issues alone and perhaps, the reasoning behind the student's actions. There may be a great issue at hand and the student is acting out. Don't the excuse behavior. There must be consequences but you may to investigate. It may help you to more effectively deal with the student in the future and, perhaps, have a positive impact on his behavior.

VI Step 6: Be consistent. Students respond well to teachers who are predictable. If you change the rules depending on the students, you will encourage chaos in your classroom. If it is wrong for one student to be tardy, treat all of your students fairly and your students will grow to respect your authority.

2.6.1. Addressing Discipline Problems in the Class
Sulich further narrates about keeping order, particularly, during lessons; it is usually requires avoiding unnecessary interpretations and changes in the lesson plan. As to him, arguing with students, commenting on their behavior, and any shouting means to troublemaking students have succeeded and the goals of the lesson have been lost. If the situation gets worse, students' aggression is likely to increase, and they receive the attention they desire.

2.6.2. Reacting to the Disruptive Behavior in the Class
According to Sulich's statements, to react on disruptive behavior, for instance, the teacher can make a short statement identifying the incorrect behavior, a short expression of the wish for good behavior, or an announcement of a reward for good behavior. It is worth remembering the teacher who can't calm students in a skillful way can make the situation worse. Any comments the teacher makes should be short because they will also be considered interruptions by the students who are not misbehaving. Finally, in

using these techniques, we must remember two things; Sulich says: we can criticize a ***student's behavior, but we should not criticize the student; and our criticism should constructive and polite***.

2.7. School Culture: Attributive Aspects to Stabilize Norms, Social Identity and Integrity

According to William Ouch (1981), the general meaning of organizational culture is a system of shared orientations holds the unit together and gives it a distinctive identity. ..Norms are usually unwritten and informal expectations that occur just below the surface of experience. Norms, as to Williams, directly influence behavior. They are much more visible than either values or tacit assumptions, abstract premises, consequently provide a clear means for helping people understand the cultural aspect of organizational life.

It is from this norms, values and tacit assumptions that any new comer may understand the culture of the school receives a shared knowledge for socialization, takes induction, create integrity survival and stability. Because, as William Ouch says, culture provides the members of the organization [for our context, the school] with a sense of identity and enhances stability in the social system, it also provides an appropriate standard for behavior.

2.7.1 School Culture

Harold & Heinz (2005), on the other hand, proposes that the effective schools have strong cultures with the following characteristics: (1) shared values and consensuses on '' how we get things done around here;'' (2) the principal as a hero who embodies core values; (3) distinctive rituals that embody widely shared believes; (4) teachers as a situational heroes; (5) significant rituals to celebrate and transform core values; and (6) balance between autonomy and control and more

Therefore, one must analyze how the school practices, beliefs, and other cultural elements relate to the social structure as well as give meaning to behavioral stability. The shared beliefs of capacity and ability of teachers and administrators, according to Harold & Heinz, are an important part of the culture of a school. They say, collective teacher efficacy is the shared perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students. Efficacious organizations [schools] tolerate pressure, and crisis and continue to function effectively; in fact, they learn how to adapt and cope with disruptive forces. Mal adaptive behavior of students to this concern and context, should be seen from creating, maintaining and sustaining model strategies and mechanisms authentically serve to reduce, if

could not help to eliminate, student initiated disciplinary problem, probably the most difficult and unpleasant part of any teacher's (and also director's) job.

2.7.2 A Climate of Healthiest School

School as an organization calls attention that facilitates growth and maintains high standards of performance, and the learning environment is orderly, safe and serious. Furthermore, students work hard on academic matters are highly motivated and respect other students who achieve academically. In healthy school teachers respect each other and model to inculcate good behavior and mannerism in the pupils' minds. The OHI-s defines the climate of school health into the following components.

a) Institutional Integrity- describes a school that is not vulnerable to narrow, vested interest from external group. The school is able to cope well with outside destructive forces.
b) Principal Influence-refers to the principal's ability to affect the action of other forces.
c) Consideration- describes behavior by the principal that is friendly, supportive, open and collegial; and grapples to pervade these throughout every sect in the school structure.
d) Initiating Structure- describe behavior by the principal that is task and achievement oriented; and may also be coordinated to strongly and dedicatedly emphasize on local challenges and mainstream on expectations.
e) Morale- a sense of trust, confidence, enthusiasm, and friendliness among teachers; teachers feel a sense of accomplishment from their job.
f) Academic Emphasis- refers to the schools' press of achievement high, but achievable goals are set for students; the learning environment is orderly and serious; teachers believe the ability of their students to achieve; and student work hard and respect academic achievement (Harold & Heinz, 2005).

2.8. Intimacy of Necessary Relationships

In Ayalew Shibesh's (1991:8) source, it was indicated as '' there is a greater degree of human intimacy relationship in school system. The teacher works with students and parents. The relationship between teachers and students, students to students, teachers to teachers, teachers to parents, etc. is so strong and demanding that needs a closer attention and guidance on the part of the educational administrator.

This issue, therefore, takes as to the notion of set standards and rules guiding student behavior in the school climate and may call for the need for participation of key stakeholders, including parents, may be

in the process of adopting, participation in the implementation, and evaluating the outcome and impacts of rules, regulations, norms and procedures perhaps put by consensuses in order to make schools the center of learning, in which they actively participate, efficiently contribute and effectively address part of their responsibility in the relationship.

2.9. The Closeness of School and Community Interaction

As was further suggested by Ayalew, the school has to deal with the educational aspects of the problems and functions of the entire community in order to operate satisfactorily. The educational system is charged with the responsibility of imparting to the citizens the different types of skills and knowledge needed by all the other systems in the society. The major functions carried by the educational system are derived from the need of the community.

This issue directly signifies the centrality of the school relationship to the community (and also other social systems), as one of its unique aspects, depends directly for the effective functioning of the system and meeting socially intended educational goals, otherwise the consequences might be the reverse.

Ayalew further narrates on this, saying; the school has a much closer and intimate relation to, and more frequent interaction and contact with the community, than any other public or private organization. The basis for this close intimacy and frequent interaction lies in the relationship of children to the school on the one hand and their parents on the other. The parents of these children and youth have great concern with the way the school is treating them- their dearest possessions. These close relations and frequent interactions have much to do with the emotional attachments of parents to their children .

In the meantime, since the severity of maladaptive behavior of students is assumed to be a compelling problem initiated by students, and the issue might end up with undesired consequences that has a huge impact on the success of students' achievement; behavior that disrupts the teaching-learning process, creates psychological and physical discomfort and harms property; yet it has far reaching implications towards the common expectations of the government, the community and that of the expectations of parents and teachers in terms of achievement of educational goal, it requests a top priority and collaborative attention of every stakeholder and also intervention of educational partners at large.

2.10. Discipline Issues Articulated in the Policy Document

In the 1994 E.C. the school structural, management, and finance policy document [in fact, ancient one], the student obligations are articulated (Amharic version) as:

- regularly attending classes, and abided not to miss classes without tangible reason;
- abiding to attend the teacher with the optimum level of attention and concentration, to manage exercises and home works with his/ her maximum effort and on time;
- to strictly follow the instructions, advice, and support given by the school principals and teachers;
- keeping apart from such maladaptive behaviors as sexual harassment, forcing, attacking, and abusing their human right; care and handling for the school property including text materials;
- mutual collaboration and cooperation with peers; respecting the staff and also his/her friends; keeping the school and his/her classroom a clean, safe, and orderly environment;
- properly closing the school wear code, and keeping him/herself all the times clean, and none armature;
- never bringing instruments that might harm the health and safety of others; never wandering around whenever classes are on-going; never being accused of theft;
- never insist him/herself in such wrong doings as cheating in exams, gambling; and
- Never letting him/herself in or out of the school over the fence, are to mention the core ones but more.

2.11. Challenging Behavior

Emerson (1995) cited in Emerson, Eric (2001); Challenging behavior (also known as behaviors which challenge services) is defined as "culturally abnormal behavior(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behavior which is likely to seriously limit or deny access to the use of ordinary community facilities"

According to the former source; Challenging behavior is most often, though not exclusively exhibited by individuals with learning developmental disabilities, individuals with dementia or other organic mental health needs, sure as strokes or acquired brain injuries, individuals with psychosis and by children, although such behaviors can be displayed by any person.

A) Causes

Challenging behavior may be caused by many kinds of factors, including:

- biological (pain, medication, the need for sensory stimulation)
- social (boredom, seeking social interaction, the need for an element of control, lack of knowledge of community norms, insensitivity of staff and services to the person's wishes and needs)
- environmental (physical aspects such as noise and lighting, or gaining access to preferred objects or activities)
- psychological (feeling excluded, lonely, devalued, labeled, disempowered, living up to people's negative expectations)

Challenging behavior may also simply be a means of communication. A lot of the time, challenging behavior is learned and brings rewards and it is very often possible to teach people new behaviors to achieve the same aims. Behavior analysts have focused on a developmental model of challenging behavior.

Experience and research suggests that what professionals call "challenging behavior" is often a reaction to the challenging environments that services or others create around people with developmental disabilities, and a method of communicating dissatisfaction with the failure of services or others to listen for what kind of life makes most sense to the person, especially where services or others create lifestyles and relationships that are centered on what suits them or the service and its staff rather than what suits the person.

Challenging behavior can often be viewed as a 'behavioral equivalent' of a mental health problem. However, research evidence indicates that challenging behaviors and mental health problems are relatively independent conditions.

A common principle in behavior management is looking for the message an individual is communicating through their challenging behavior: "All behavior has meaning". This is a core in the functional analysis process.

Children communicate through their behavior, especially those who have not acquired language and vocabulary skills to tell the adult what the problem is.

In adults with developmental disabilities certain types of challenging behavior can predict contact with police and hospital admission (ibid).

B) How to Handle Discipline Problems with Effective Classroom Management

According to Tsakanikos, Underwood, Sturmey, & McCarthy,(2011); Begin each class period with a positive attitude and high expectations. If you expect your students to misbehave or you approach them negatively, you will get misbehavior. This is an often overlooked aspect of classroom management. Come to class prepared with lessons for the day. In fact, over plan with your lessons. Make sure to have all your materials and methods ready to go. Reducing will help maintain discipline in your classroom. Work on making transitions between parts of lessons smooth. In other words, as you move from whole group discussion to independent work, try to minimize the disruption to the class. Have your papers ready to go or your assignment already written on the board. Many disruptions occur during transitional times during lessons.

C) Efficient Use of Class Time

Tsakanikos, Underwood, Sturmey, & McCarthy,(2011) stated as; Watch your students as they come into class. Look for signs of possible problems before class even begins. For example, if you notice a heated discussion or problem before class starts, try to deal with the problem then. Allow the students a few moments to talk with you or with each other before you start your lesson to try and work things out. Separate them if necessary and try to gain agreement that during your class period at least they will drop whatever issue they have, Tsakanikos, and associates said.

Have a posted discipline plan that you follow consistently for effective classroom management. Depending on the severity of the offense, this should allow students a warning or two before punishment begins. Your plan should be easy to follow and also should cause a minimum of disruption in your class. For example, your discipline plan might be - First Offense: Verbal Warning, Second Offense: Detention with teacher, Third Offense: Referral, Tsakanikos, and associates added (ibid).

They advise saying, meet disruptions that arise in your class with in kind measures. In other words, don't elevate disruptions above their current level. Your discipline plan should provide for this, however, sometimes your own personal issues can get in the way. For example, if two students are talking in the back of the room and your first step in the plan is to give your students a verbal warning, don't stop your

instruction to begin yelling at the students. Instead, have a set policy that simply saying a student's name is enough of a clue for them to get back on task. Another technique is to ask one of them a question.

Try to use humor to diffuse situations before things get out of hand. Note: Know your students. The following example would be used with students you know would not elevate the situation to another level. For example, if you tell your students to open their books to page 51 and three students are busy talking, do not immediately yell at them. Instead, smile, say their names, and ask them kindly if they could please wait until later to finish their conversation because you would really like to hear how it ends and you have to get this class finished. This will probably get a few laughs but also get your point across.

D) **More on dealing with confrontational students in your classroom**

If a student becomes physical, remember the safety of the other students is paramount. Remain as calm as possible; your demeanor can sometimes diffuse the situation. You should have a plan for dealing with violence that you discussed with students early in the year. You should use the call button for assistance. You could also have a student designated to get help from another teacher. Send the other students from the room if it appears they could get hurt. If the fight is between two students, follow your school's rules concerning teacher involvement as many want teachers to stay out of fights until help arrives.

Keep an anecdotal record of major issues that arise in your class. This might be necessary if you are asked for a history of classroom disruptions or other documentation. Let it go at the end of the day. Classroom management and disruption issues should be left in class so that you can have some down time to recharge before coming back to another day of teaching.

2.12 Supportive Learning Environment

Family involvement is a key factor in a student's improved academic performance. This relationship holds across families of all economic, racial/ethnic and educational backgrounds and students at all ages. The benefits for students include higher GPAs, enrollment in more challenging classes, better attendance, improved behavior, and better social skills (Henderson & Mapp, 2002).

Family involvement is more than a school program. It is a way of thinking and doing that recognizes the central role that families play in their children's education and the power of working together. "Children have advantages when their parents support and encourage school activities" (Constantino, 2003:7-8).

Also, programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement, Henderson & Mapp, write.

School Environment refers to the social, academic, and emotional contexts of the school—the "personality" of the learning context—and how it is perceived by all major stakeholder groups (students, teachers, and parents). This climate is influenced by a broad range of factors, including the social environment, the school district and community environment, and the school and classroom environment. A positive school environment creates an optimal setting for teaching and learning (Lunenburg, 2011). Assessing the school environment can provide opportunities to discover and address issues that can impede learning and healthy student development. The Comprehensive Assessment of School Environments is a psychometrically sound instrument that can be used to measure student, teacher, and parent satisfaction in addition to school climate, Lunenburg said.

The school is a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers (Henderson & Mapp added).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The study was conducted in descriptive survey method. The design is appropriate because it involves description of the extent of association between two or more variables; that is, descriptive survey is a fact finding strategy with adequate and accurate interpretation of the problem with findings. Also this design helps the researcher to investigate a sample and to help make generalize to the population on the bases of the sample analysis. For that purpose, both quantitative and qualitative approaches equally served to investigate practices and challenges to handle students' disciplinary problems. The study attempted to investigate why schools were unable to handle students' disciplinary problem and what have been the causes of challenges faced over to solve disciplinary problem in governments' secondary schools.

3.2 Sources of Data.

Data were collected from two basic sources. These were primary and secondary sources. Since the research was aimed at assessing the practices and challenges in handling student's disciplinary problems in selected government secondary schools, the primary data sources were principals and vice principals, teachers and PTA's of the target schools. The primary sources were selected, because of their responsibility in handling student's disciplinary problems. The secondary data included manuals, reports and relevant documents that are related with students' disciplinary problems.

3.3. Population, Samples and Sampling Techniques

As mentioned above, three governments' secondary schools were the area frame of this study. From the three government secondary schools, all of them (100%) were included in this study. The subjects of the study were selected using different techniques and procedures, based on their characteristic intervention in the school instructional climate.

The sample subjects were home-room teachers, unit leaders, principals, and PTAs, all were selected using purposive and census sampling techniques. Purposive sampling had served the selection of the samples, about to identify key informants from the whole teaching staff; to discriminate home-room figures from the other teaching staff, and census was optionally served to embrace key informants, namely: unit-leaders, principals and PTAs, as a whole, since they were presumed to have the required amount of information on the challenges and practices of disciplinary problems.

Apart from these informant groups, students were also presumed to have some knowledge and experience about the problem under investigation. So the researcher, using purposive sampling procedure, attempted to identify five peer representatives per each classroom. This was made on the basis of the *''Five-to-One''* combination of the students at the grassroots of classrooms; though the actual number of peer-representatives exceeds 5, the determination of key informants were determined on selectiveness of samples on their contributive value to the study, purposively.

A representation of population of sample size and the techniques could be shown from the summary tables below, shown for the staff samples and the students separately.

Figure 1: Population, Sample and Sampling Techniques for Staff

School Name	Sample Source	Total No.	Sample	Sample in %	Techniques
Soto Semero	Teachers	56	32	64.3	Purposive
	Unit leaders	6	6	100	Census
	Principals	3	3	100	Census
	PTA	7	7	100	Census
Jiren Sec.sc	Teachers	64	40	68.8	Purposive
	Unit leaders	4	4	100	Census
	Principals	3	3	100	Census
	PTA	7	7	100	Census
Ababuna	Teachers	41	24	58.5	Purposive
	Unit leaders	4	4	100	Census
	principals	2	1	50	Census
	PTA	7	7	100	Census
Total		204	146	71.6	

Figure 2: Population, Sample and Sampling Techniques for Students

School Name	No. of Sections	Student Population	Sample Size	Sample in Technique Used
Seto Semero	36	1214	36x5= 180	Purposive
Jiren Sec.sc	44	2509	44x5= 220	Purposive
Ababuna	24	1328	24x5= 120	Purposive
Total	104	5051	520	

3.4. Data Collection Instruments

In the process of data collection, questionnaire, interview, observation and document analysis were used to gather relevant data. Quantitative data was 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.

3.4.1. 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 on the basis of review literature and expected to sufficiently answer the basic questions.

3.4.2. Interview

Interview was also served as the primary data collection instrument. Interview provides in depth accurate information about a particular research issue or question. It is a data collection technique that involves oral questioning of respondents individually or in group. In this study, those who assumed could provide relevant information were unit leaders, school principals and PTA representatives. They were each interviewed using semi structured questions to make the idea more reliable. That was to cross check the information gathered through questionnaire and to provide opportunity for data triangulation for which interviews were taken in to account.

3.4.3. 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.

3.4.4. Document Analysis

Documents were used to collect data from record office and different sources, such as, in the hands of unit leaders, home room teachers, and PTAs in policy terms and intended to fulfill the desire of triangulation.

3.5. Method Data analysis

Quantitative data gathered using questionnaires were analyzed in terms of frequency, percentage, mean and standard deviation of quantitative responses. In the process of analysis statistical tools used were descriptive statistics such as mean scores, standard deviation and percentage ratings. The qualitative data gathered from interview, observation and document analysis were analyzed using description, narration and interpretation. To that end, first, the collected data were organized, edited and checked for their completeness. Then, variables created to label values became categorized into meaning full categories as to make them relate and easy to interpret. Finally, analysis was done based on clear investigation of the collected data and clear pictures of the situations described, and relationships of variables using triangulation method and then explained in percentage and mean for central tendency; and standard deviations for variability.

3.6 Ethics of the study

In conducting this study, emphasis was given to every important ethical issue. First, before entering into the actual data collection, a formal letter was received from the department of Educational Planning and Management of Jimma University. Then, the letter was given to the Education Office head by the researcher and good rapport was created at the same time. Similar procedure was followed when the researcher go to schools. In addition, people were participated with their full permission. Every effort was made to keep participants anonymous and their confidentiality. Moreover, every source that was used in this study was acknowledged.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with two parts. The first part reports on the characteristics of the study samples, which includes personal, professional, and demographic characteristics of the respondents. The second part presents analysis and interpretation of data about the issue of student discipline.

As was mentioned in the earlier chapter, the number of samples, which were methodologically and statistically determined, were 520 students, 96-teachers, 14-unit leaders, 5 vice principals, 3 principals and 21 PTA members respectively. Unfortunately, 14 of the student questionnaires were remained unreturned on time and additional 6, rejected for response error, therefore, the analysis relied on 500 (96.2%) of the students' and 96 (100%) of the teachers' questionnaires, all contained Likert items.

Meanwhile, interviews with school principals (3), vice-principals (5), unit leaders (14) and 16-PTAs [5-PTA members were not available during repeated field visits] obtained to adequate level to supplement the information needed to analyze the problem at hand. Crucially, this researcher, on the pre-analysis phase, investigated all the interviews for data reduction, data display and verification purposes, to cull out unnecessary parts and include relevant information in the analysis and report. Some aspects of the interview data were changed into figure and tabulated terms for precisely summarize the data. Analyses procedures were fully maintained in a concrete way.

Two types of information generally obtained from the two questionnaires were: (1) personal information, and (2) basic information. In the following few pages the researcher attempted to analyze and interpret the personal data.

4.1 Analysis of Personal Information

In this category, the researcher attempted to classify personal information into two components. The first component refers to staff variables while the second refers to student variables

Fig.3. Pie Chart Showing the Characteristic Combination of the Respondents
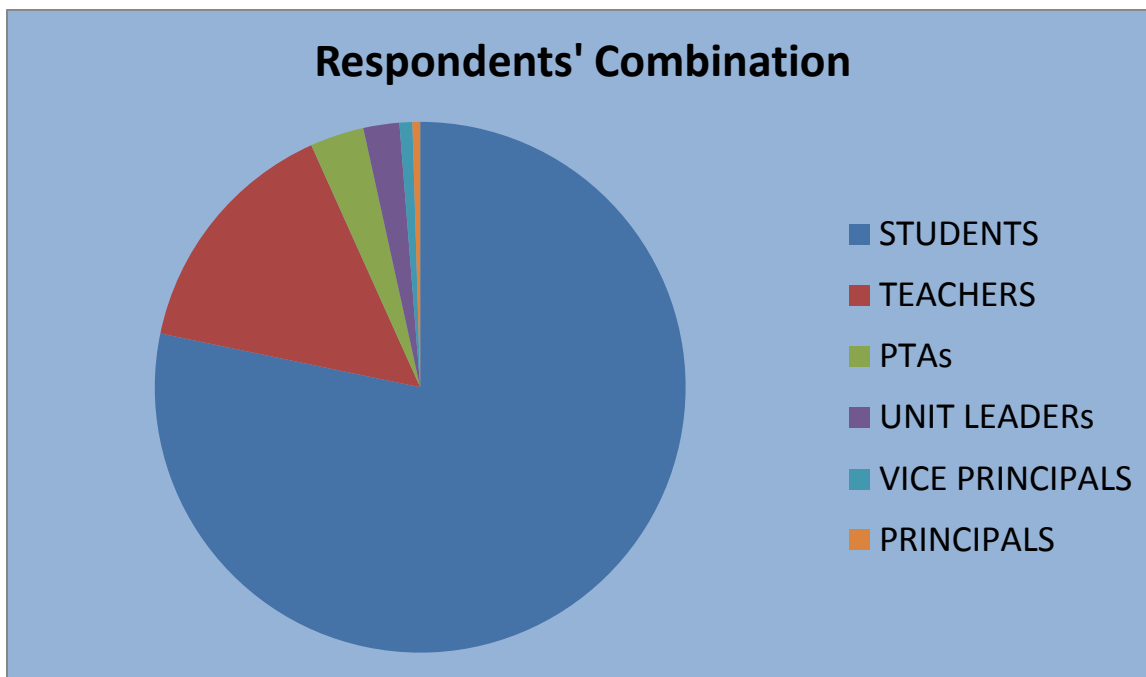
Field data of 3 secondary schools, Jimma, 2014

From the above pie-chart we can observe that the research constituted all key stakeholders assumed to have knowledge and understanding about the issue of Practices and Challenges in Handling Students' Disciplinary Problems in the government high schools nowadays, and believed to contribute enormous part in forwarding genuine and reliable information from their part to conduct the research process.

4.1.1 Staff Personal Information

Staff personal information is constituted the characteristic personal and professional information related to the sample teacher, unit-leader, vice-principal and principal respondents of whom the research data, in quantitative or qualitative format was obtained from. In the following table, table 1, the staff personal data was summarized for presentation and analysis.

Table-1: Personal Characteristic Data of Teacher, Unit leaders, Vice   principals and Principals

N o	variables	Categories	Respondents							
			Teachers n=96		Unit Leaders n=14		V/principals n=.5		Principals n=3	
			Freq.	%	Freq	%	Freq	%	Freq	%
1	Sex	Male	75	78.1	14	100	5	100	3	100
		Female	21	21.9						
		Total	96	100	14	100	5	100	3	100
2	Age	<24	4	4.2						
		25 – 29	12	12.5	2	14.3				
		30 -34	8	8.3	3	21.4				
		35 – 39	14	14.6	4	28.6			2	66.6
		40 – 44	24	25	3	21.4	1	20	1	33.3
		45 – 49	18	18.8	2	14.3	4	80		
		> 50	16	16.7	14	100				
		Total	96	100	14	100	5	100	3	100
3	Qualification(educational back ground)	Dip								
		First Deg	96	100	14	100	5	100	2	66.6
		2nd Deg							1	33.3
		Total	96	100	14	100	5	100	3	100
4	Service year	Below 6yrs	8	8.3						
		7-12 yrs	14	14.6	2	14.3				
		13-18	14	14.6	5	35.7			1	33.3
		19 & above	60	62.5	7	50	5	100	2	66.6
		Total	96	100	14	100	5	100	3	100

As observed from table 1, above, sex, age, qualification and service year were variables for which statistical analysis was made. As was clearly indicated in the first raw of the table, teachers who were participated in the data supply were 78% male and about 22% female; while unit leaders, vice principals and principals were all, 100% male ones. In fact, this situation depicts us in that the disproportionate nature of the respondents in gender terms, but the condition was revealed by default not by the researcher's choice.

Second, regarding age distribution of teachers, the leading constituent teachers (25%) were lied between 40 -44, followed by another two important groups, 18.8% and 16.7% were between 45- 49 and >50

respectively, while age categories to 35-39 and 25-29 constituted 14.6% and 12.5%, but 30-34 and <24 each constituted 8.3% and 4.2% respectively. Similarly, for the unit leaders, age category 35-39 was the leading one which constituted 28.6%, while age categories 30-34 and 40-44 were equally constituted 21.4% each. Another two equally important age groups, 25-29 and 45-49, each constituted 14.3%, but null to age category <24. Majority of the vices, 80%, are aged about 45-49, and the remaining 20% aged about 40-44, while principals, as majority, 66.6% are lied between 35 and 39, and the remaining 33.3%, lied between 40 and 44 respectively.

From age combination too, we can depict that the research allowed a considerable space for all age combinations, and this might create some convenience to receive reliable information conceived by different age groups, may be having different social and psychological perception and attitude about the issue of students' characteristic behavior and the implication of this to create and maintain discipline in the high schools.

Next, in terms of qualification variable, the whole respondent groups, except one figure in the principal respondents' category, were all qualified to their first degree. Consequently, in terms of service year, the teacher respondents as majority, 62.5%, have served for 19 and above years, while two equally important groups, 14.6% each, have served between 13 and 18 as well as 7 and 12 years respectively, since 8.3% only have served <6 years. Similarly, majority, 50% in the unit leaders category have served >19 years, while 35.7% and 14.3% have served between 13 and 18 as well as 7 and 12 years, but null to <6 years. On the other hand, 100% o the vice principals and 66.3% of the principals have served for 19 and above.

From this typical characteristic behavior of the sample respondents, too, we can understand that majority of all the respondents in each category have stayed in the school climate for 20 years or above, so they, as majority may be well experienced in recognizing the students' behavior, and might have a consolidated attitude in challenges and practices of student discipline with some remedial in how of the procedural components in resolving clashes and malpractices which had student origins.

4.1.2 Student Personal Information

The students' personal information is classified in terms of variables such as: gender, age, residence, income level of parents, and their care givers respectively. Table 2, below, shows this.

Table-2: Personal and Demographic Characteristics of Respondent Students

No	Variables	Categories	Respondents Students (N=520)	
			Freq. 505	%
1	Sex	Male	331	65.5
		Female	174	34.5
		Total	505	100
2	Age	14yrs	33	6.6
		15 yrs	120	24
		16 yrs	178	35.6
		17 yrs and above	169	33.8
		Total	500	100
3	Area lived (residence)	Rural	122	24.4
		Semi Urban	55	11
		urban	323	64.6
		Total	500	100
4	parents income*	Law	277	55.4
		Medium	209	41.8
		High	14	2.8
		Total	500	100
5	Lived with family	Both mother and father	328	65.6
		With mother or father	75	15
		With relatives	65	13
		Individually	32	6.4
		Total	500	100

*N.B.*parent income assumptions: low<1500; medium>1500 & <3500; high>3500 respectively.*

As was depicted from table 2, above, the number of male student respondents, by default, was greater, 65.5%, than that of female student respondents, 34.5%. in terms of age, majority of respondents, about 35% and 33% were lied in age divisions 16 years and 17 and above respectively. This typical age feature refers to that of the election of relatively matured students for classroom monitor and may be in one-to-five student leadership climate in every observed school. 24% of the respondent students still characterized in the age category of 15, while the remaining 6.6% are of 14 years of age respectively.

In their demographic characteristics the student respondents as majority (64.6%) were urban residents, while some considerable group (24.4%) were rural residents, and the remaining, 11% were semi-urban ones. Since the problem at hand, Practices and Challenges in Handling Students' Disciplinary Problems in the government high schools, is investigate able in urban high schools, the increased majority, taken by chance, believed onto support data to be genuine and reliable as from the closest relational and exposures of these majority.

Parent income level as was highlighted by the respondent students, an enormous group, 55.4% are hosted with low income families, while 41.8%, with medium. The remaining, 2.8% respondent students only is relied in high parent income level. In fact, parent income has no direct significant input for the investigation at hand, but assumed to, a certain amount, surmise the surface of the respondents' behavior, and suppose to engender the status-quo of the majority of the pupils from characteristics of the available samples.

Another element related to students' personal characteristics was assessing the nature of their care givers. From experience, and also from literary supports, robustness of individual's behavior can be better concordant with the level of parental care provision, and the status of their collaboration in sharing high responsibilities pervade at every social context to guide, support, manage their children's in the path of good conduct; and perhaps perpetual effort in such guidance and communication the parents or care providers to effect about to maintain a well-informed parental position, otherwise they may contribute a little for nurturing their children in the right direction, and contributing for them to grow with good discipline climate.

This assumption could be rooted on the issue of students in that they might show a relative betterment in their conduct as long as they could have stayed with their parents. But never to conclude in that with the absence of both parents, the behavior of children is always abused. By chance, the majority of the respondent students, 65.6%, were students who came from homes of both parents, while 15% brought from homes having supported by a single parent. The remaining few 13% and 6.6% of the respondents brought from hostage of other relatives, or loneliness environment respectively.

From this personal information, too, we can depict the characteristic behavior of class monitors and leader figures in the 1-to-5 students' relationships of the observed schools might be significantly grounded with the students' background, having managed by both parents. But this issue requires in depth and breadth investigator's approach.

4.2 Analysis of Basic Data

Corresponding to the research questions that the study attempts to answer, the data were categorized under six basic research components as: (1) diagnosis to what of the frequent disciplinary problems of the observed government secondary schools, and which of these students' disciplinary problems are frequently initiated by disruptive behavior of the students; (2) the very causes/ factors for student-initiated disciplinary problems; (3) if there are supportive procedures and practices to harmonize discipline and mannerism in the government secondary schools of the town; (4) the challenges; and (5) the major challenges and contextually applicable solutions that could help to resolve the students' disciplinary problems of the high schools.

Hence, with the inclusion of very few yes/no questions, Likert summative scale response items, were summed up to create a score for a group of items, normally each containing five equal elements, each revolving on sum of key elements constructed with in that category. Composite score from series of questions composed out using interval scales, represented by 5-presumed indicators' categories which contained a sum total of 59 Likert type items to scale up the high schools efforts and effects in variables related to student discipline. The composite scores for Likert scale data were analyzed using descriptive statistics; include the mean for central tendency; standard deviations for variability.

The Likert items were distributed into 5-important classes. The first class contains items related to investigate the level of stressfulness of disciplinary problem; the second class combines items related to manifestation of disciplinary problems; while the third category lists items related to causes; and the fourth refers to practices may be implemented to handle disciplinary problem; and finally come elements related to challenges in handling issues of student discipline in the visited government secondary schools.

4.2.1.Assessment on Prevalence and Perception about Disciplinary problems

Many researchers commonly asserted the fact that students' discipline is problem number one to affect the teaching learning process in the class and in school and this problem has a huge impact on the success of students' achievement. Identifying whether there exists discipline problem, therefore, need a critical and a leading attention in order to investigate other research components. Table 3, 4, and 5, below, focus on teachers and students' responses pertinent to the prevalence rate of maladaptive behavior may be demonstrated in each government secondary school.

Table-3: Teachers General Perception on Disciplinary Problem in their Schools

No		Teachers (n=96)			
		Yes		No	
1	Have you ever noticed disciplinary problems in your school?	Freq.	%	Freq	%
		96	100	███	███
2	Do you feel that misbehavior is a hindrance to the teaching and learning process in your school?	93	96.8	3	3.2
3	Have you put in place appropriate rule and regulation to re address the problem of students?	7	7.3	89	92.7
4	Are you satisfied with the school rule and regulation regarding students' discipline?	22	22.9	74	77.1

From table 3, above, teachers of government secondary school as majority, 100%, depict the intrusion on discipline problem in the teaching learning climate of their schools. And the intrusion of this maladaptive behaviour has enormously been the cause for hindering the peaceful climate in the ongoing teaching learning process of each government secondary school, which was supported by the overwhelming majority of teacher respondents. Though the problem was incredibly larger, the staffs were little grappled to streamline appropriate rules and regulations to alleviate or reduce student initiated disciplinary problems in their respective schools, which was positively supported by very high, 92.7% of the teacher respondents, while a few, 7.3% respond to the reverse side. And yet, for the question forwarded to know if they were satisfied with the existing rules and regulations governing the students' discipline, majority, 77% showed their denial while a few, 22.9% confirm with positive consent.

Table-4: Students general perception on disciplinary problem in their school

No	Item	Response (n=500)			
		yes		No	
1	Have you ever noticed disciplinary problems in your school?	Freq	%	Freq	%
		496	98.2	9	1.8
2	Do you feel that misbehavior is a hindrance to the teaching and learning process in your school?	486	96.2	19	3.8

On the other hand, some similar questions were addressed to the student respondents in order to know whether they have ever experienced discipline problem in their school environment. Similarly, the students, indifference with the teachers' respondents, 98.2%, asserted the prevalence of disciplinary problems in their respective schools. The student respondents yet not different with that of the teachers' respondents in that they as majority, 96.2% have felt for misbehaviour was the very cause deter their learning process and the overall peace of the ongoing instruction.

Table 5: Teachers Level of Stress about Disciplinary Problems in their School

no	Item	Not at all stressful		Mildly stressful		Moderately stressful		Very stressful		Extremely stressful	
		Fre	%	Fre	%	freq	%	Freq	%	Fre	%
10	In general how stressful do you find students disciplinary problem in your school?	0	0	6	6.3	24	25	56	58.3	10	10.4

From table 5, above too, we can recognize that the teachers' perception over the consequences of disciplinary problem in their instructional climate was found ''very stressful'', consented by 58.3%; followed by ''moderately stressful'', supported by a considerably high responding group, 25%; but ''extremely stressful'' and ''mildly stressful'' response options were supported by 10.4% and 6.3% relatively lower respondents respectively, while null (0%) respond to ''not at all stressful response option.

Generally, the quantitative parameters consistently indicated the prevalence of disciplinary problem engendered to a higher degree perturbing the ongoing instructional climate of each visited government secondary school; both teachers and students almost equally felt from the perpetual nature of this student initiated maladaptive destructive behavior; but the staffs of each school meticulous attention has been little or insignificant to put authentic rules and norms, strategies to appropriately manage the behavior of maladaptive adolescents and to maintain order in government secondary schools. Mean while, the satisfaction level of the staffs from the existing rules, regulations and school norms were under mentioning. And yet the stress of disciplinary problem could be rightly named as it was very stressful for the majority of the staffs of each school.

4.2.1.1 Assessment on Types of Disciplinary Problems Frequently Initiated by Disruptive Behavior of the Students

As wide imperatives of literary accounts commonly assert, discipline is a repressive operation by which individuals are seasoned in to productive labor; and student's disciplinary problem is a critical incidence in the school environment that disrupts the teaching-learning process, creates psychological and physical discomfort and harms property, and creates an undesired effects/ consequences on the actors of this maladaptive scene. Even though discipline is a problem that is often practiced by a number of students of different ages, gender groups, of different social and economic back grounds, may be for various personal reason(s) and group desires, the practice have no significant positive effects or values for any one. Maladaptive behavior, disrupts harmony of the teaching learning process; destructs the school and classroom atmosphere, and blocks instructional communications; and it, according to previous researches, take various forms. This section of the assessment attempts to find and sort out types of discipline problems usually manifested by the students of the target government secondary schools. Table 6 & 7, below, present statistical data obtained from teacher and student sample respondents.

Table 6: Teachers' Response Data on Types of Disciplinary Problems Frequently Initiated by Disruptive Behavior of the Students

Indicators of Types of Disciplinary Problems	Mean	Std. D.
Absenteeism	3.94	.740
Lateness	4.10	.814
Failure to bring educational materials	3.74	.803
Negative attitudes towards schooling	3.76	.960
Failure to follow instructions	3.78	.790
Unwiring the school uniform	3.60	.881
Articulating wrong words on the school walls	3.60	.728
Destructing/ misusing the school property	3.20	.881
Leaving school without permission	3.60	.990
Antagonizing others	3.80	.948
Being out of task or showing carelessness	3.64	.964
Entering into prohibited areas at school without permission	3.52	1.074
Druggist or alcoholism	2.64	.851
Being quarrelsome	3.44	1.053
Committing minor theft	3.96	.856
Unnecessary conflicts with staff members	2.36	.802
Gambling in the school ground	3.10	.839
Bringing un necessary materials to school (knife, surgery blade, mobile, etc...)	4.24	.687
Participating in group conflicts	3.00	.728
Cheating in exam environment	4.50	.580
Overall mean	3.58	0.179

As can be seen in table 6, above, almost all of the mean ratings for 18-of-20 items were scored above the expected mean value. This shows the tendency of the respondents considering the multi-nature of the manifestation of students' disruptive behavior in each visited school. The degree of manifestation of student disruptive behavior is relatively loosened in few areas such as: Druggist or alcoholism (mean=

2.64 with standard deviation (SD) = 0.851) and in unnecessary conflicts with staff members, mean =2.36 with SD = 0.802, respectively.

The overall mean value was calculated for 3.58 and the standard deviation was 0.179, which indicates the insignificant nature of the average individual deviation characteristic from the aggregated average mean score. Very high manifestations of student initiated disruptive behaviors were observed in areas such as: Cheating in exam environment with mean score =4.50 and SD =0.58; bringing un necessary materials to school, with mean = 4.24 and the standard deviation (SD) connected to this was 0. 687; and Lateness, with mean = 4.10 and SD connected to this with 0.814 respectively.

The typical results showed that few values show multi-modal mean values in unwiring the school uniform; articulating wrong words on the school walls; and in leaving school without permission, scored to 3.60 exactly. This could also indicate us that the above mentioned behavioral indicators have been experienced by the misbehaving students in almost equal degree of interventions.

We also observe few response values were having a differential standard deviation values greater than 1; in indicators of Types of Disciplinary Problems areas such as: Entering into prohibited areas at school without permission and Being quarrelsome with SD values 1.074 &1.053, which can indicate the individuals response deviation characteristics to these two indicators was relatively higher compared to variability of responses in other indicator areas. SPSS based

Table 7: Students' Response Data on Types of Disciplinary Problems Frequently   Initiated by Disruptive Behavior of the Students

Indicators of Types of Disciplinary Problems	Mean	Std. D.
Absenteeism	4.28	1.001
Lateness	4.45	.555
Failure to bring educational materials	4.00	1.012
Negative attitudes towards schooling	4.52	1.121
Failure to follow instructions	3.88	.631
Unwiring the school uniform	3.76	.833
Articulating wrong words on the school walls	3.74	.842
Destructing/ misusing the school property	2.99	1.009
Leaving school without permission	3.79	.993
Antagonizing others	3.79	.728
Being out of task or showing carelessness	4.01	1.083
Entering into prohibited areas at school without permission	2.94	1.983
Druggist or alcoholism	2.55	.779
Being quarrelsome	3.59	.668
Committing minor theft	3.92	1.014
Unnecessary conflicts with staff members	2.98	.868
Gambling in the school ground	3.43	2.101
Bringing un necessary materials to school (knife, surgery blade, mobile, etc...)	4.41	.998
Participating in group conflicts	3.33	.689
Cheating in exam environment	4.22	1.102
Overall mean	3.73	0.041

The student response, in table 7, above, except with a slight significance in the intensity or frequency of the maladaptive behaviors, showed that relatively higher manifestations of disciplinary problems are commonly seen in areas such as:

- Negative attitudes towards schooling , mean score =4.52 & SD=1.121;
- Lateness, mean score =4.45 & SD=0.555;

- Bringing un necessary materials to school, mean score =4.41 & SD=0.998;

- Absenteeism, mean score =4.28 & SD=1.001;

- Cheating in exam environment, mean score =4.22 & SD=1.102;

- Being out of task or showing carelessness, mean score =4.01 & SD=1.083; and

- Failure to bring educational materials, mean score =4.00 & SD=1.102; in descending order of importance respectively.

Though students misbehaving problems are also considerable in areas such as failure to follow instructions; leaving school without permission; antagonizing others; unwiring the school uniform; and articulating wrong words on the school walls, with some variations of the respondents' view, the above lists were critical ones to the students' situation. From the list we can depict the students' response characteristics are shown from the standard deviation values in that some indicators were responded by the students with a significantly higher deviation behavior of the individuals from the obtained respective mean scores.

Generally, from statistical measures, with some observable difference in the degree of emphasis on the manifestation of the students' misbehaviors, the manifestations of disciplinary problems have considerably multi-characteristics to disrupt the schools instructional process.

On the other hand, all interviewees commonly consented in that the manifestation of students' delinquency and maladaptive behaviors are one of the most striking and perturbing problems in the secondary schools of the town. Most significantly, maladaptive behaviors by students nowadays are demonstrated in areas of cheating and disturbance in the climate of test or exam or test administration, and incidences are aggravated by misusing mobile technology.

While this lack of mannerism is usually and consistently brought to schools by those who often missed regular classes, lacked to properly understand the meaning of education, and hardly identified their vision and their place in the future. According to particular reports of the unit leaders, some of the male disturbance is made deliberately, because such groups have believed to stay until they complete the standard of grade ten the certificate support them for the requirement of engagement of taking driving license.

As many of the unit leaders and the principals' consent, the manifestation of maladaptive behavior usually depicted by male students than female ones; girls' manifestation of discipline problem has usually been

highly connected with frequent lateness, while boys, with frequent absenteeism; and the problem of uniform and learning materials were violations equally evolved by both gender groups.

Abusiveness in terms of economic class, the incidence has been highly demonstrated by those who come from economically struggling parents rather than students who come from economically relatively better families. As from more consented point of view the interviewees, students who brought up by educated families have been victimized of delinquency and disciplinary penalties very rarely compared to students who come from ''uneducated'' families.

In terms of demographic variables, urban localized students were highly engaged in incidences of maladaptive behavior and penalties than students who came from semi urban or the surrounding rural localities. And yet, those who have been living with both parents relatively less victimized of disciplinary problems compared to students who have been raised by one of the parents (father or mother). But those who are experiencing loneliness, either by orphanage or by migration, were better cases for good discipline and mannerism in the school, except some cases registered for absenteeism, unit leaders at AbaBuna school heralded.

In terms of age variation, relatively older-aged students little engaged in schools black-lists as compared to the relatively the middle teen agers (14-16). Cases of classroom misbehavior, for instance, in Jiren and Setto were highly depicted by 14 and 15 than records of ages above these.

Finally, misuse of mobile technology, according to the assertiveness of almost all interviewees, has been substantial and very frequent, offensive and often disruptive to the teaching learning process, and most conflicting route of the schools discipline procedure. Generally, the problem of keeping discipline in the classroom and school is too widespread and complex to provide an ideal solution for all circumstances, which is the point agreed by almost all interviewees.

4.2.2 Analysis on Major Causes of the Disruptive Behaviors to Become the Schools' Critical Problem

Keeping discipline in the classrooms is as important as teaching. According to previous research, there are variables in most instances of misbehavior: the student with the problem, the environmental conditions under which the problem occurs, and the teacher (Debruyn,1983). The variable that can be controlled with the greatest ease is the teacher's behavior. Scholars also suggest that a discipline that is fair, corrective,

and includes therapeutic group relationship- building activities with students reduces the likelihood of further problems. So also, strategies that effectively maintain appropriate social behavior make schools safer, and safer schools are more effective learning environments.

From experience, one of the main problems for every teacher, especially those just starting their careers, is being able to keep peace and order in class. We might have heard of well-meaning new teachers who wanted to be friendly with their students but encountered chaos when students paid no attention to them. When this problem occurs, the teacher ends up wasting class time silencing students and calling for order, and sometimes doesn't realize what went wrong.

In most cases, expectations reflect the specific culture of the school organization and the standards of experiences required by all the students. Researches on discipline issue strongly argue on the need of arranging student induction program each year for new-comer students, and this could be celebrated together with New Year school opening ceremonials. On the basis these and other literary evidences, cause-related questions were forwarded for teacher respondents table 8, below show their response.

Table 8: Teachers' Response on Major Factors/ Causes of Disruptive Behavior of   Students in the School

Indicators on Major Factors of Students' Disruptiveness	Mean	Std. D.
Lack of collaboration from parents and key stakeholders in the area of discipline	4.20	.808
Lack of parental involvement	4.16	.681
Lack of administrative and timely decision making by board of management	4.16	.766
Limitation in empowerment of unit-leaders working in student discipline	3.88	.799
Failure of teachers to collaborate with and contribute to the effectiveness of existing disciplinary policies and rules	3.72	.730
Lack of academic interests or negative attitude towards certain subject matters	3.46	.706
Teachers' Poor preparation or effective implementation of lesson plans	3.44	.972
Lack of administrative or leadership supportive role	3.34	.688
Negative peer pressure posed from outsiders	3.10	.863
Imbalance between students right and responsibilities	2.48	.814
Overall mean	3.59	0.082

As can be clearly seen from table 8, above, the government secondary schools face a considerable number of causes for disciplinary problems with varying degree of intensity/aggravating natures of these causes. The overall mean was estimated to 3.59 with standard deviation connected to this with 0.082, which tells us the individual's characteristic deviation from the average mean score was insignificant.

Accordingly, the significant causes/ factors of the government secondary schools' disciplinary problems having relative higher intensities have been: lack of collaboration from parents and key stakeholders in the area of discipline (mean score = 4.20 and SD value = 0.808); lack of parental involvement (mean score = 4.16 and SD value = 0.681); lack of administrative and timely decision making by board of management (mean score = 4.16 and SD value = 0.766); limitation in empowerment of unit-leaders working in student discipline (mean score = 3.88 and SD value = 0.799); and failure of teachers to collaborate with and contribute to the effectiveness of existing disciplinary policies and rules (mean score = 3.72 and SD value = 0.73) respectively.

According to results of interviewees, the school disciplinary problems have a number of causes. These can be summarized into: classroom related causes, school internal factors, and school external factors.

Hence, the school internal factors as summarized mainly from principals' interviewees highly connected to teachers' preparations; failure to make their subject matter motivating the students; and failure to keep the concentration and attention of the students. Mutual respect on rights and duties are usually run out of the classroom when the teachers lack to put ground rules and procedures governing the whole class toward their lessons.

According to details of the interviewees report, students usually think keeping classroom discipline is teachers' basic duty, even more important than teaching. But this reality worse true for most experienced teachers than fresh ones. More reasonably serious teachers gain a lot of students respect than those who are recklessly too soft. And more often, planned teachers fix classroom discipline in a more acceptable way than those who are often unorganized teachers. Those who often miss classes have usually got the reason for students to misbehave more in the class than who are regular and punctual. Despite the potential he or she had to satisfy the students' in the academic periphery, a teacher who better understands student's individual problems gains respect offered in much better way than those who disrespect the students in an individual way and blame them for each and every error un deliberately done by the students in the class.

Fresh/ new teachers are often get into the problem of keeping peace and order in their classes; and many times, these teachers involve into unnecessary conflicts deliberately manifested or aggravated by few simulators, unorganized learners, for whom learning tasks are always puzzles for them, and these groups wants to differentiate themselves from the rest of the class in such a unique way.

School internal factors, as one factor of discipline problems, are much manifested through the schools' internal stability, the schools' consolidated culture of internal relationships and staff commitments.

According to common consents of principals' interviewees, in many cases, the discipline of the students is usually delegated to the responsibility of the unit leaders; no defined set of rules and criteria suppose to whom the schools delegate this responsibility, work load is always central to pick teachers from departments and assign for. But in many situations, the departments, due to the scarce nature of human resource, shoulder a nearly equal period loads. In the meantime the schools used to make a forced delegation in which the teachers shoulder a doubled task- involving in the instructional duties and cooperating in the non-paid area, unit management.

Hence, many times, a number of unit leaders fail to effectively perform the additional responsibility, or otherwise, they are highly blamed by the students for their ''ineffectiveness'' in the professional latitude.

The gap is more depict able in terms of the school coherence and cohesions with culture and norms, as well as, in areas of teachers' commitments. Some principals heralded that in many cases maintenance and sustenance of students' discipline required common understanding and commitments, in which a number of teachers lack or refrain back to collaborate for such ''unwritten rules'' of schools. They, according to the principals' interviewees, see the culture of the school in subject matter spectacles - teaching and testing, but in many cases the school is more than that. Since schools are unique organizations require social integration, students' discipline could not be improved by default As to unit leaders additional remarks, a considerable number of staff members only follow their periods, then they often walk out to search for another means of income or source of pleasure. Few PTAs say some staff members often none available in meetings we arranged to communicate students' parents and teachers, and attempted to run discussions on compelling school problems and mechanism we arranged for income generation

School external factors, according to most interviewees, were highly manifested in areas: poor perception and an incredibly lowered participation of parents and the community; peer pressures sometimes penetrate into the schools and into classroom to engulf effective students, particularly girls, or robbing the students

worthy properties. Harassment of any form, whether in search of couple or causing fear in students' spirit, and group conflicts, can be classified as one factor disturbing the school climate, but in a relatively lesser degree of comparisons. The police's cooperative values and defending mechanisms are sometimes difficult to mention - to get immediate its supportive hand.

According to few unit leader interviewees' argumentation, they often call for ''real'' parents of students' offensive grave behavior, but more offending behaviors usually come in relation to such circumstances. The irresponsible experiences of ''false parents'' can be exemplified in terms of: hanging their mature friends from the road, or bodybuilder perhaps from the gym center, or may be a boy/girl-friend of the victimized/penalized student. Unit leaders' experiences in all visited government secondary schools were similar in searches they made for students' parents. Many of them commonly alluded in that real parents couldn't get timely and accurate and veritable information about their children progress in the education line might not easily reach them.

In fact, as some of the unit leaders said, there are a few educated, modern parents rarely visit the school and gain relevant feedback about their children status in the sphere of education, but these were very few paradigms.

4.2.3 Assessment on the Supportive Nature of Disciplinary Procedures and Practices to Adequately Harmonize Students with Good Discipline

From earlier research point of view, 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.

Basically, discipline problems occur when a student refuses to obey rules of the classroom or school. As to wide literary suggestions, disciplining students particularly those with chronic or serious behavior problems is a long-standing challenge for educators. They must balance the need of the school community and those of individual students. At the heart of this challenge is the use of punitive versus supportive disciplinary practices. Though increasingly common in recent years, reliance on punitive approach to discipline, such as "zero tolerance" policies, has proven largely ineffective, even counterproductive.

But as far as maintenance of peace and order in classroom as well as the school should be concerned, literatures suggest the need of punitive approach to be undertaken if and only if a student discipline

problem was quite maledicted and believed to have spoiled the school culture and the expectations of students, parents, the community and the government, by far and large, have on a school toward intended school outcomes. Based on this presupposition, the researcher has forwarded few related questions, and table 9 &10, below presents teachers and students' response data to this.

Table 9: Teachers' Response Data on the Supportive Nature of Disciplinary Procedures   and Practices Used to Harmonize   the Students with Good Discipline

Indicators of Schools' Procedures and Practices Used to Settle Students' Disruptiveness	Mean	Std. D.
Warning	4.20	.756
In school suspension	3.14	.700
Mechanisms of awareness creation/ raising	3.08	.665
Involving students to participate and resolve in areas of peer discipline	2.62	.855
Improving staff and students relationships	2.26	.743
intervening parent to assist the victim student improve misbehavior	2.24	.687
Capacitating unit leaders	2.16	.650
Strengthening school and community relationships	1.94	.684
Strengthening the capacity of civic and ethical education teachers	1.92	.601
Using school mini media to repetitively inculcate rules and regulation of the school	1.92	.634
Praising or students for model good behavior	1.82	.560
Out of school suspension	1.78	.679
involving successful personalities to share their experience to students for good behavior	1.72	.607
Overall mean	2.264	0.11

The above table depicts that the aggregate mean score was calculated for 2.264 with a standard deviation value connected to this with 0.11, which signifies very insignificant nature of the deviation of individual's score from the aggregate mean score. Accordingly, we observe that warning has been an intensively cognizant disciplinary procedure and practice, which has been provided a considerable place in the

government secondary schools nowadays. This was clearly cognizant from the teachers' response value, typically highly rated mean = 4.20, with standard deviation value connected to this with 0.756.

Other less significant, but remained as schools procedures and practices resolving students' disciplinary problems, have been in school suspension and mechanisms of awareness creation/ raising with mean values related to each category by 3.14 and 3.08, with standard deviations 0.700 and 665 respectively. The rest of the indicators were scored with vey insignifcant mean values and this could tell us the missing gap in the procedure and practice area to efficiently and effectively manage or handle student initiated disciplinary problems in observed government secondary schools.

Table 10: Students' Response Data on the Supportive Nature of Disciplinary Procedures and Practices Used to Harmonize their Peers with Good Discipline

Indicators of Schools' Procedures and Practices Used to Settle Students'	Mean	Std. D.
Warning	4.78	1.023
In school suspension	4.46	1.055
Mechanisms of awareness creation/ raising	4.49	1.078
Involving students to participate and resolve in areas of peer discipline	4.58	.996
Improving staff and students relationships	3.82	2.013
intervening parent to assist the victim student improve misbehavior	3.96	.559
Capacitating unit leaders	2.59	1.097
Strengthening school and community relationships	2.45	2.077
Strengthening the capacity of civic and ethical education teachers	2.08	1.086
Using school mini media to repetitively inculcate rules and regulation of the school	1.86	.669
Praising or students for model good behavior	2.11	.885
Out of school suspension	1.38	.979
involving successful personalities to share their experience to students for good behavior	1.60	1.069
Overall mean	2.89	0.033

Table 11: Summary of Statistics on Indicators of Practices

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.894	1.380	4.782	3.081	2.917	`1.0997	15

From table 10 and 11, above, we also observe the summarized nature of the students' response data. The aggregate mean value, almost in similar way to teachers' response data we have seen earlier, was calculated to 2.89, with the standard deviation related to this with 0.033, which means the individuals deviation characteristics from the aggregate mean score was still insignificant. The lowered aggregate mean was an evident to the lowered nature to shared school disciplinary procedures and practices. Maximum attention was given to practice of warning (mean= 4.78 and SD= 1.023); and the minimum attention, to Out of school suspension (mean = 1.38 and SD= 0.979); with range valued to 3.081.

Generally, from the statistical response of the teachers and the students' data, except a slight variation in prioritization of the procedures and practices, we observe response similarities as warning has been a leading disciplinary measure practiced by all observed government secondary schools in the town. This situation clears us that the existing practice had certain delimitation in the framework of the rules and regulations or might had certain strains in the implementation of the existing rules and regulations. The statistical responses are further triangulated with that of interviews and document analyses. In the following few pages the qualitative data provided to gain a clear pictures of the schools' disciplinary procedures and practices.

In the 1994 E.C. the school structural, management, and finance policy document [in fact, ancient one], the student obligations are articulated as: regularly attending classes, and abided not to miss classes without tangible reason; abided to attend the teacher with the optimum level of attention and concentration, to manage exercises and home works with his/ her maximum effort and on time; to strictly follow the instructions, advice, and support given by the school principals and teachers; keeping apart from such maladaptive behaviors as sexual harassment, forcing, attacking, and abusing their human right; care and handling for the school property including text materials; mutual collaboration and cooperation with peers; respecting the staff and also his/her friends; keeping the school and his/her classroom a clean, safe, and orderly environment; properly closing the school wear code, and keeping him/herself all the

times clean, and none armature; never bringing instruments that might harm the health and safety of others; never wandering around whenever classes are on-going; never being accused of theft; never insist him/herself in such wrong doings as cheating in exams, gambling; and never letting him/herself in or out of the school over the fence, are to mention the core ones but more.

The document in its further page, articulated the consequences for a student who might not strictly be confirmed with his/her obligation in the school was an area of puzzling (pp46-47). In fact, the assumption providing the student a chance to quest for an apology is good; but the degree of intensiveness and the frequency dimension of victimization of a student was not clearly articulated in the document.

Practices of the observed schools, as mentioned earlier, evidenced in that the schools' efforts to communicate parents of misbehaving student were often get proper responses of the true parents or care providers of the students, thus, up on the documents' premise, reporting the students' misbehavior for parents was could not get a proper cognizance of the responsible figures.

As was mentioned in the government's policy document, what the available data clearly demonstrated was always **warning** now and then. Penalizing a student for misbehavior is also areas for high complaint because the type of student initiated disciplinary problems are vast; some are light, and others are life threatening; still some students misbehave individually and others challenge in group or in mob; few may arise from partisan politics and other might relate to religious contest. In general, the disciplinary procedures and practices to cope with the existing dimension and scope of disciplinary problems manifested in the government secondary schools.

Since disciplinary issues are much connected with individual's life, and sensitive to schools' health and culture, principals alluded, had it been good if the disciplinary procedures were illuminating with harness, and salient with the developing and influencing nature of students' introvert discipline problems.

4.2.4 Assessment on the Intervention and Support Level of Key Stakeholders: Parents and the Community

There is increasing evidence and a growing belief among scholars and researchers that one of the best ways of controlling and resolving student initiated maladaptive behavior is through enhanced collaborative and contributive efforts placing high value to look to various relevant disciplines for insights. In fact, teachers need to attach much of their efforts and greater of their concerns on continuously

letting their students to be motivated in the learning climate and achieve the most from instructions shared to them. But this reality holds true as long as their classroom and school procedures are governed and harmonized with discipline and disciplinary procedures incorporated appropriately with the school climate.

Unless the staff in general and the teachers in particular place a considerably high and collaborative effort to maintain and sustain 'good' discipline, managing students' maladaptive behavior becomes uncontrollable. As long as discipline problems are manifested at every classroom corner and in many ways prone to group incidences, fragmented efforts usually demonstrate insignificant results to effectively handle it.

Assuming that school internal collaboration is one core cultural component mainstreaming achievable goals set for students; keeping learning environment orderly and serious; then, teaching and non-teaching staff personnel need to act over influencing student hard work at school, and s/he respects the school culture, norms and rules.

According to the common consents of various interviewees, the teacher works with students and parents were provided with little or no attention. According to Tsakanikos, and associates (2011); teachers need to show their regards in collaborating themselves principally by: beginning each class period with a positive attitude and high expectations; by coming to class prepared with lessons for the day; working on making transitions between parts of lessons smooth. In other words, as they move from whole group discussion to independent work, trying to minimize the disruption to the class; and having their papers ready to go or assignment already written on the board.

But, according to interviewees, particularly of the unit leaders, teachers in many cases provide a lesser emphasis to demonstrate the required classroom standard behaviors. As they are the front line, key stakeholders, they should adhere themselves with a commitment of installing professional climate where they extract most the most out of it; and contribute to stabilize a culture of good discipline by their enthusiastic and reliant efforts. The principal interviewees add to this saying, managing classroom discipline and addressing disciplinary problems in the classroom using various techniques is an area which most requires a special course for many of the staff members. On some occasions, almost all teachers have problems with keeping discipline. One principal said, some teachers have a natural gift for arousing respect from their students, while others must work very hard to get it.

Generally, the degree of collaboration of teachers to create and maintain discipline was an area which has compromised by the interviewees for poor attention. Assuming that school internal collaboration is one core cultural component mainstreaming achievable goals set for students; keeping learning environment orderly and serious; then, teaching and non-teaching staff personnel need to act over influencing student hard work at school, and s/he respects the school culture, norms and rules.

Other stake holders are parents and the community. Community collaboration in school's affairs is factor number 1 positively or negatively affects its intended goals and objectives commonly expected by the community. The centrality of the school relationship to the community, as one of its unique aspects, depends directly for the effective functioning of the system and meeting socially intended educational goals, otherwise the consequences might be the reverse.

Most importantly, challenge of student discipline is the most perturbing one nowadays, and calls for a quite clear, influential roles and responsibilities of key stakeholders and partners to mainstream every effort against student delinquency. Not only teachers, but also parents, the community and even other educational partners such as NGOs, etc should have contributed their part for making schools the center of learning and academic competencies. In cognizant with the above fact, the researcher has attempted to address certain related interview questions to the target respondent groups, and the responses to this were reported here under.

It is this place to discuss the practical impression gained from Jiren. Let me narrate it in the following few lines. According to face time maintained with the school principal, he shared me his experience related to penalizing a 9th grade student who committed minor theft. After some days, the father of that student, who was introduced himself as he was a court's man, knocked the office of the principal. And asked why the school penalized his son. And heard the bad news what his son had been caught red-handed. He was not ashamed of what the victim did- corruptive behavior, rather kept surprised for the school's disciplinary measure taken over the victim, in fact, by choice not by procedure. He blamed the school and asked to show the committee decision report and the existing disciplinary reference document for the committee to pass the resolution for his son's first-timer defect.

This may be one good example the schools are made to be involved in a forced decisions, loosened the discipline climate, and may also trigger the wrong assumptions of students to violate school rules and regulations, but more.

4.2.5. Assessment on Major Challenges and Contextually Applicable Solutions   that   Help   to Resolve the Students' Disciplinary Problems of the High   Schools

There can be many reasons behind students' specific behavior. Children may engage in behavior that seems destructive, because they enjoy the physical sensation. Adults [including teachers and other staff] should learn to understand and interpret children's challenging behavior. Since children often use their behavior to tell us what they need, adults can help the child by figuring out the meaning behind the child's behavior. All children, but especially those who display challenging behavior, need the consistency of a reliable and loving adult who will provide support and guidance, especially during difficult times. Just as it is important to find meaning in children's behavior, it is equally important for adults to be aware of the meaning in their own behavior. Children learn a lot through the messages that adults send every day.

In fact disciplinary problems in schools require closest attention and participation by all those who assume education is the means for social development and transformation; and schools are places to properly and adequately fabricate the desired personalities with positively molded character. Therefore, substantial attention and collaboration is required to consolidate a supportive and adaptive school culture and to inspire good discipline in the children and youths' mind.

Based on the existing gaps to discipline problems of government secondary schools of the town, this researcher finally dedicated to raise a set of questions related to the schools' challenges in order to alleviate student initiated disciplinary problems. Table 12, bellow, shows the response to this.

Table 12: Teachers Response Data on the Schools' Challenges to Effectively Handle Students Discipline

Indicators of Challenges	Mean	Std. D.
1. Interference of external bodies	2.64	.749
2. Lack of awareness of teachers about rules and regulation of schools	2.92	.835
3. Use technological devices as if it is a fashion symbolizing modernism	3.10	.735
4. Inability of school leaders to effectively control misbehaving students	2.42	.862
5.lowered PTA's attitude in responsibility are often expressed with retarded effort in responsiveness to discipline problems	3.28	.671
6. Work load of PTA and school boards to take immediate actions	3.50	.707
7. Failure of wrong doer students and/or resistance of their parents to admit decisions.	3.84	.681
Overall mean	3.1	0.055

From the above table we are generally demonstrated with that there were considerable degrees of perturbing challenges the government secondary schools are struggling to maintain solution to student initiated disciplinary problems. This could be clearly estimated from the statistical response data for which the overall mean value was calculated as 3.1 with the SD value connected to this with 0.055.

The maximum value was registered for an indicator of challenge for failure of wrong doer students and/or resistance of their parents to admit decisions, with a mean score = 3.84, and SD related to this with 0.681, while the minimum value was registered for Inability of school leaders to effectively control misbehaving student with a mean score 2.42 and SD value related to this with 0.862. Accordingly, the relatively greater school challenges in students' discipline area are connected to:

- Failure of wrong doer students and/or resistance of their parents to admit decisions;
- Work load of PTA and school boards to take immediate actions;
- Lowered PTA's attitude in responsibility are often expressed with retarded effort in responsiveness to discipline problems; and
- Use technological devices as if it is a fashion symbolizing modernism, were the perturbing ones.

Meanwhile, more exceptional information is obtained through triangulating the interview and document investigation reports, in the following few pages we try to view.

According to the interviewees' common consent, the practices of maintaining good discipline in the government secondary schools of the town were much limited to efficiently and effectively resolve the aggravating nature of discipline. The numbers, and also the type, of mischievous and misbehaving students, now a day, are increasing by far and large. According to these informants, the school structural, management, and finance policy document, lacks to include and clearly articulate procedures and/or sequences of consequences to be followed, and conveniently delegating authority and power to resolve such problems.

PTAs practice was much consented to be blamable for lack of commitments to regularly and timely resolve discipline problems initiated by the students in most of the observed government secondary schools of the town. Many of the committee members have lagged behind their mandated responsibility either due their own workloads or other reasons of their own. From theoretical and practical perspectives, discipline related issues are key issues for the nature that they highly request in hot-spots, but the schools often found the time extremely lengthened for an issue, say, a maladaptive behavior may be evidenced in terms of striking or injuring a staff member or might be accused of theft. Rather than transferring a lesson for the remaining students, such grave mistakes might transfer a wrong message and multiply a dozen of mal practicing behaviors.

Another challenge was, in fact, related to parent-community perception and participations to schools' affairs in general and compelling issue of students' discipline problems in particular. Though teaching is the responsibility mainly of the schools and their teachers, without strong cooperation and sustainable participation of parents and the community they can hardly achieve what the society and the government want them to achieve.

The available data, particularly the interviewees' report to this researcher, much clearly evidenced the existing amount of collaboration and contribution were far behind the expectations as was articulated in the MoE official document, and the compelling demands of the government schools.

Document investigation also cleared the PTAs attentions were highly inclined on to financial frameworks and budget proposals, with another preponderant attention commonly communicated by in the planning area. Challenges of maintaining good discipline also emerged from irresponsible behavior showed by some home-room teachers too. For instance, the interviewees at AbaBuna highly depicted the nature of some bored and careless home-room figures in the routine tasks of regularly recording students'

attendance and test records posed an external challenges and pressures (from Zone Public Administration and WEO) to readmit a number of prolonged quitters to the final exam climate recently. Despite the school's reason for discriminating and penalizing such bad models from the school climate, the interference of external bodies was an area challenging and changing the decision of the schools.

Another considerable challenge of school discipline was mainly connected to technology, in which all participant interviewees commonly agreed upon. From the modern concept of technology, holding mobile means holding the world in one's pocket, but properly handling and taking one's own responsibility for every action connected to its operation is always connected to the user's discipline. Young students are much more sensitive to download to, and browse from, their mobile galleries, and this usually cause disruptiveness in the school and in the classrooms.

Dancing and singing require place and time. Sending and receiving massages during class and in the exam environment were highly developed in every secondary school un lawfully and frequently. Some teachers strongly blaming students' maladaptive behavior still connected to facebook and google porn sites. Few students are complained nowadays for taking on shots of teachers' classroom activities and blogging forward on web pages with rude words spoiling personally.

Few interviewees commented that unless mobile is prohibited from schools by legal law, protecting each and every activity of the maladaptive students connected to technology could strongly be a challenge of schools and spoil the instructional climate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This research focuses on Practices and Challenges in Handling Students' Disciplinary Problems in the Government's Secondary Schools of Jimma Town. Quantitative data was obtained from teachers and students of 3-secondary schools, while qualitative data, through interview, were obtained from unit leaders, (vice) principals and PTAs. Document review was also made to triangulate data from different sources. The research has grappled its part to possess adequate answers for the following basic research questions:

- To what extent does discipline be a compelling problem in the government secondary schools of the town? And what are the major disciplinary problems frequently initiated by disruptive behavior of the students?

- What are school internal efforts and contributions by teachers, unit leaders, directors, and PTAs, maintained to harmonize student discipline?

- Are the exiting disciplinary rules and procedures adequately supportive to harmonize students with good discipline?

- What are the intervention and support level particularly of parents and the immediate community in making high schools effective center of learning?

- What are the major challenges and contextually applicable solutions that help to resolve the students' disciplinary problems of the high schools?

Based on the above research basic questions and on the analysis of the obtained data made in chapter four, the researcher has come up with the following key findings.

5.1 Summary of Findings

The intrusion of maladaptive behaviour in the government secondary schools of the town has enormously been knotty problem disrupting and hindering the peaceful climate in the ongoing teaching learning process of each government secondary school. A large number and a diverging nature of manifestations of student initiated disciplinary problems are perturbing the peace and harmony of the teaching learning climate. The following were among the leading ones:

- Negative attitudes towards schooling;
- Lateness;

- Bringing un necessary materials to school, including mobile;

- Absenteeism;

- Cheating in exam environment [*indicated as the first compelling problem by teachers*];

- Being out of task or showing carelessness; and

- Failure to bring educational materials; in descending order of importance respectively.

On the other hand, all interviewees commonly consented in that the manifestation of students' delinquency and maladaptive behaviors are one of the most striking and perturbing problems in the secondary schools of the town. Most significantly, maladaptive behaviors by students nowadays are demonstrated in areas of cheating and disturbance in the administration climate of test or exam, and incidences are aggravated by misusing mobile technology.

Generally, the problem of keeping discipline in the classroom and school is too widespread and complex to provide an ideal solution for all circumstances. Though the problems were incredibly larger, the staffs had little grappled to streamline with appropriate rules and regulations to reduce, if it couldn't possible to eliminate student initiated disciplinary problems in their respective schools.

Maintaining peace and student mannerism was related to a number of perturbing causes. Among others;

- Lack of collaboration from parents and key stakeholders in the area of discipline;

- Lack of parental involvement;

- Lack of administrative and timely decision making by board of management, PTAs;

- Limitation in empowerment of unit-leaders working in student discipline; and

- Failure of teachers to collaborate with, and contribute to, the effectiveness of existing disciplinary policies and rules, were the major ones but more.

Hence, the school internal factors as summarized mainly from principals' interviewees highly connected to teachers' preparations; failure to make their subject matter in order to motivating the students; and failure to keep the concentration and attention of the students. Mutual respect on rights and duties are usually run out of the classroom when the teachers lack to put ground rules and procedures governing the whole class toward their lessons.

Some principals heralded that in many cases maintenance and sustenance of students' discipline required common understanding and commitments, in which a number of teachers lack or refrain back to collaborate for such ''unwritten rules'' of schools.

School external factors, according to most interviewees, were highly manifested in areas: poor perception and an incredibly lowered participation of parents and the community; peer pressures sometimes penetrate into the schools and into classroom to engulf effective students, particularly girls, or robbing the students worthy properties. Harassment of any form, whether in search of couple or causing fear in students' spirit, and group conflicts, can be classified as one factor disturbing the school climate, but in a relatively lesser degree of comparisons.

Regarding the procedures and practices maintained against resolving student initiated disciplinary problems, the available data revealed the experience of warning was most entertained in the government secondary schools nowadays. Other less significant, but remained as schools procedures and practices resolving students' disciplinary problems, have been in- school suspension and mechanisms of awareness creation/ raising.

This situation may clear the existing practice had certain delimitation in the framework of the rules and regulations or might had certain strains in the implementation of the existing rules and regulations.

The students' obligations in the 1994 policy document articulated as: regularly attending classes, and abiding not to miss classes without tangible reason; abiding to attend the teacher with the optimum level of attention and concentration, to manage exercises and home works with his/ her maximum effort and on time; to strictly follow the instructions, advice, and support given by the school principals and teachers; keeping apart from such maladaptive behaviors as sexual harassment, forcing, attacking, and abusing their human right; caring and handling for the school property including text materials; mutual collaboration and cooperation with peers; respecting the staff and also his/her friends; keeping the school and his/her classroom a clean, safe, and orderly environment; properly closing the school wear code, and keeping him/herself all the times clean, and none armature; never bringing instruments that might harm the health and safety of others; never wandering around whenever classes are on-going; never being accused of theft; never insist him/herself in such wrong doings as cheating in exams, gambling; and never letting him/herself in or out of the school over the fence, were to mention the core ones but more.

The obligatory rules are, in fact, demonstrating the time remote to show the development level of the student initiated maladaptive new constructs that might be insisted by the victims. Most incidences nowadays are aggravated by misusing mobile technology. Penalizing a student for misbehavior is also one area for high complaint because the type of student initiated disciplinary problems are vast and complex in

nature. In general, the disciplinary procedures and practices to cope with the existing dimension and scope of disciplinary problems manifested in the government secondary schools.

There is increasing evidence and a growing belief among scholars and researchers that one of the best ways of controlling and resolving student initiated maladaptive behavior is through enhanced collaborative and contributive efforts placing high value to look to various relevant disciplines for insights. But the collaboration level of the staff, PTAs, parents and the community in schools' discipline affairs was highly complained for its ineffectiveness.

Findings from study form the basis of recommendations by Goodman and colleagues (1997) and Goodman and Zimmerman (2000) emphasizing the importance of teamwork between the school board as a united body and the superintendent. They also call for ongoing team-building education and development in order for the school board and superintendent to achieve high quality, collaborative governance that effectively improves students' educational attainment [and resolving student initiated disciplinary problems]. As was suggested by Ayalew, the school has to deal with the educational aspects of the problems and functions of the entire community in order to operate satisfactorily.

There were considerable degrees of perturbing challenges the government secondary schools are struggling from, to maintain solution to student initiated disciplinary problems. The major challenges posed were:

- Failure of wrong doer students and/or resistance of their parents to admit school decisions;
- Work load of PTA and school boards to take immediate actions;
- Lowered PTA's attitude in responsibility area often expressed with retarded effort in responsiveness to discipline problems; and
- The penetration of technological devices (mobile).

According to interview informants, the school structural, management, and finance policy document, lacks to include and clearly articulate procedures and/or sequences of consequences to be followed, and conveniently delegating authority and power to resolve such problems; parent-community perception and participations to schools' affairs in general and compelling issue of students' discipline problems in particular are the other sides of the challenges.

The daily activities of the school organizations seem overloaded about to revolve around and resolve the students' complicating behaviors, engaging them in the right path to accomplish their task properly and achieve their goals. Despite this fact, many of the PTA members have lagged behind their mandated responsibility either due their own workloads or other reasons of their own. Since, discipline related issues are key issues for the nature that they highly request a collective resolution to be taken on hot-spots, had it been convenient if the schools often involved in un lengthened disciplinary decisions.

Another indispensible challenge of school discipline was mainly connected to technology. From the modern concept of technology, holding mobile means holding the world in one's pocket, but properly handling and operating is always connected to the user's discipline. Despite this fact, young students have yet found being much more sensitive to download to, and browse from, their mobile galleries, and this usually cause disruptiveness in the school and in the classrooms to a challenging level. Sending and receiving massages during class and in the exam environment were highly developed in every secondary school un lawfully and frequently. According to interviewees comment, unless mobile is prohibited from schools by legal law, protecting each and every activity of the maladaptive students connected to technology could strongly be a challenge of schools and spoil the instructional climate.

5.2 Conclusions

Based on the key findings discussed above and on the literary grounds, this researcher has arrived to the following conclusion points on the issue of Practices and Challenges of Handling Students' Disciplinary Problems of Government Secondary Schools of Jimma Town.

The extent being discipline a compelling problem in the government secondary schools of the town was an incredibly vast. 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, Sulich (2004). But the contributive nature of teachers itself, most importantly, in the classroom settings was an area complained for high deterrence.

Most significantly, maladaptive behaviors by students nowadays are demonstrated in areas of cheating and disturbance in the climate of test or exam administration, and incidences are aggravated by abusive act highly dependent over mobile technology. Lack of mannerism is usually and consistently brought to schools by those who have often missed regular classes, lacked to properly understand the meaning of education, and hardly identified their vision and their place in the future. That was why some of the male disturbances have been made deliberately.

Hence, the major disciplinary problems frequently initiated by disruptive behavior of the students take a multitudinous nature. The manifestation of maladaptive behavior have usually depicted by male students than female ones; girls' manifestation of discipline problem has usually been highly encountered with frequent lateness, while boys, with frequent absenteeism; and the problem of uniform and learning materials were violations equally evolved by both gender groups.

Abusiveness in terms of economic class, the incidence has been highly demonstrated by those who come from economically struggling parents rather than students who come from economically relatively better families. As from more consented point of view the interviewees, students who brought up by educated families have been victimized of delinquency and disciplinary penalties very rarely compared to students who come from ''uneducated'' families. Urban localized students were highly engaged in incidences of maladaptive behavior and penalties than students who came from semi urban or the surrounding rural localities. Cases of classroom misbehavior were highly manifested by relatively middle teen agers (14-16) as compared to that of the relatively older-aged students who little engaged in schools black-lists.

Misuse of mobile technology has been substantial and very frequent, offensive and often disruptive to the teaching learning process, and most conflicting route of the schools discipline procedure.
According to Harold and Heinz, (2005); School as an organization calls attention that facilitates growth and maintains high standards of performance, and the learning environment is orderly, safe and serious. Furthermore, students work hard on academic matters are highly motivated and respect other students who achieve academically. In healthy school teachers respect each other and model to inculcate good behavior and mannerism in the pupils' minds.

Major causes for the disruptive behaviors to become the schools' critical problem have been highly complained for: lack of collaboration from parents and key stakeholders in the area of discipline; lack of parental involvement; lack of administrative and timely decision making by board of management; limitation in empowerment of unit-leaders working in student discipline; and failure of teachers to collaborate with and contribute to the effectiveness of existing disciplinary policies and rules, were among the major ones.

Keeping discipline in the classrooms is as important as teaching. According to previous research, there are variables in most instances causing misbehavior: the student with the problem, the environmental conditions under which the problem occurs, and the teacher (Debruyn, 1983).

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. The strategy that is most important for us is the strategy of rebellion because this one causes the biggest problems. It is used by students who want to disturb the teacher in an ostentatious way: the only solution for rebellion is to first find the cause, which can be a difficult living situation at home, emotional problems, or the desire to be the center of attention. Sulich substantiates for some misbehaving students it is easier to draw someone's attention (classmates or the teacher) by behaving badly than by behaving properly, which can take more time and effort ((Komorowska (2002) cited in Sulich (2004)).

Rebellious students are often confused with good students who show their weaker classmates in an equally ostentatious way. Rebellious students can easily be confused with overactive children with a disposition of kinesthetic learning. So the first step is to find out which students have real discipline problems.

Lack of parents' attention to provide substantial intervention in the schools' process of character shaping has been a stressing problem. Family involvement is more than a school program. It is a way of thinking and doing that recognizes the central role that families play in their children's education and the power of working together. "Children have advantages when their parents support and encourage school activities" (Constantino, 2003:7-8). Also, programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement (Henderson & Mapp, 2002).

School Environment is the social, academic, and emotional contexts of the school—the "personality" of the learning context—and how it is perceived by all major stakeholder groups (students, teachers, and parents). This climate is influenced by a broad range of factors, including the social environment, the school district and community environment, and the school and classroom environment. A positive school environment creates an optimal setting for teaching and learning (Lunenburg, 2011).

Practices of the observed schools evidenced in that the schools' efforts to penalizing a student for misbehavior is an area for high complaint since the type of student initiated disciplinary problems have taken multitudinous nature, warning as an over emphasized nature of disciplinary procedure and practice, had never been adequate. Communicating parents of misbehaving student were an area which experiences revealed with lack of legal and responsible responses of the true parents.

In general, the disciplinary procedures and practices to cope with the existing dimension and scope of disciplinary problems manifested in the government secondary schools have lacked to cope with the developing and devastating nature of the students' problem. Since disciplinary issues are much connected with individual's life, and sensitive to schools' health and culture, principals alluded, had it been good if

the disciplinary procedures and practices were illuminating to harness and salient with the developing and influencing nature of students' introvert discipline problems.

The intervention and support level particularly of key stakeholders in making high schools effective center of learning is an area requires a reform attention and, may be, motivation. Because the effort of PTAs, parents, and also the perception of the community was not by far and large substantial and effective to maintain norm and culture that the society wants the citizen to develop.

According to sources, discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of students. But the existing collaboration and participation level did not support good discipline and enhanced moral values mainstreamed in the schools' climate.

In Ayalew's (1991) source, it was indicated the need for a greater degree of human intimacy and relationship in school system. The teacher works with students and parents. The school works with PTAs and Board. Therefore, a set standards and rules guiding student behavior in the school climate and the relationship and internal and external intimacy of teachers, parents, PTAs and other stakeholders call for the need for effective and sustainable participation, may be in the process of adopting, in the implementation, and evaluating the outcome and impacts of rules, regulations, norms and procedures perhaps put by consensuses.

Finally, the existing major challenges have been summarized as: failure of wrong doer students and/or resistance of their parents to admit decisions; work load of PTA and school boards to take immediate actions; lowered PTA's attitude in responsibility area often expressed with retarded effort in responsiveness to discipline problems; and using technological devices, were among the highly perturbing challenges, while others such as: interference of external bodies and lack of awareness of teachers about rules and regulation of schools have been considered to a medium level to challenge the local practices of the secondary schools' discipline.

Generally, Student misbehavior can be viewed as any behavior that interferes with the effectiveness of the teacher's instructional plan or a student's ability to learn (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 (Debruyn,1983). Hence, the teacher's variable had been the most critical one in efficiently and effectively handling and maintaining discipline if pertinently implemented by classroom ground rules, but little effort has been made by teachers to reduce, if it could not be possible to eliminate, the aggravated nature of the student discipline problem.

5.3 Recommendations

Based on the main findings and conclusions made on the previous pages, and on the inputs of literary grounds, this researcher attempts to recommend the following few suggestions to improve the town's public secondary schools student discipline climate in the future.

1. **The need for understanding and mainstreaming shared responsibility by various stakeholders**

The educational system is charged with the responsibility of imparting to the citizens the different types of skills and knowledge needed by all the other systems in the society. If the education system goes wrong, everything might undergo wrong. Education is not a one way enterprise. The education policy should clearly and concretely follow a reform procedure on participations of communities and parents in the planning and administration of schools through involvement in committees, on shared responsibility of parents and the community to student proper attendance and discipline in the schools, and students' accountability and responsibility in keeping a safe and orderly school climate.

2. **Capacity Building and Empowerment Strategy**

More capacity-building and more training programs for principals, teachers and PTAs on collaborative micro-planning techniques to school improvement, discipline procedures and on creating safe school climate are needed to enhance peace and maintain an orderly school environment. A special effort required to capacitate, reinforce and empower the unit leaders and maintaining a conducive climate help them to efficiently and effectively discharging their responsibilities is a point of pivotal attention.

The training process will have a paramount benefit if it includes short workshops and refreshment programs and experience and lessons sharing mainly emphasizing on various modern approaches of classroom management, motivational strategies, student inductions, and adolescent psychology and others that could help foster discipline and enhance learning.

Student induction, mentoring services, monitoring and evaluation of training outcomes and impacts are also required to help implementers internalize and institutionalize capacity gains from the intervention to help schools more consistently become student-friendly and determine which interventions are most effective in the attainment of improvement of student behavior and consolidate school internal culture.

3. **Revision of criteria for school boarding and management of discipline**

Some of the justifications are:

i) promoting good mental development of younger children through improved collaboration and participation on discipline of students; and this needs to clearly articulate the contemporary sense of school discipline, the participation level of, and responsibilities of teachers, students in the classroom, unit leaders and school principals in a shared climate, and the PTAs in the membership and their responsibility arena; and clearly pronounced sequence of consequences if a victim students' discipline problems are not improved.

ii) In addition, improvements on delivery of decisions required timeliness in discharging decision making at the hot-spot (in a non-retarded) routes.

iii) Scaling up positive initiatives (incentives) for model behavioral assertiveness by students on discipline; for sustained commitment, enrollment and proper execution of classroom responsibilities by teachers; and for PTAs' and parental support should also need better and improved considerations, acknowledgements and merits.

4. **Using of the advantage from the goods of the past**

Student counseling department trend of the past in secondary schools had an enormous psychological support and credible to better assist individual student who might gone under crises situations, conflicts, and exposures in wrong behavioral manifests. Without a concrete reason the contributions of this department was closed with all its significances it had for the long past.

The strategy of mainstreaming the effort of the student counseling in high school should be reconsidered as vital in a number of ways contributing to the harmony of student discipline, and especially in empowering girls' if renovated to have properly activated.

5. **Rules Related Mobile Phone Usage**

As was one of the perturbing school discipline problem, mobile related abusive behaviors and mal-practices were highly complained to disrupt the teaching-learning process and test/ exam climates, and harming individual and social personality aspects. Since most of the disturbances in the classroom had been extensively sourced from the improper handling and application of this technology, it is recommended to prohibit the students, by a firm rule, never to bring in and entertain with mobile in the

school atmosphere. This should be an urgent need to develop a sound national, if not possible, may be in a regional, or at the local policy to be confirmed as part of the high schools' standard discipline.

6. **Community Advocacy by NGOs**

Family involvement is more than a school program. It is a way of thinking and doing that recognizes the central role that families play in their children's education and the power of working together. The community needs to properly understand and implement the role and the contribution it has to improve schools with the required attention to improve the development of the citizen with added values.

Without a strong and sustaining collaboration of parents and the community, schools fail to manage alone the complex and vast problems related to individuals. The issue is critically perceived through advocacy mechanisms may be initiated by PTAs/Boards or District/ Woreda Education Office, and could be facilitated by a strategy of consensuses with NGOs, a neighboring higher institution (Jimma University) and/ other stakes.

REFERENCES

- Alemayehu Tegenu, (2013). *Assessments of Students Misbehavior and Coping strategies: The case of Shashemene Secondary School*. A.A. Addis ababa university

- Ayalew Shibeshi. (1991). *Approaches to Educational Organizations and Management*: Part One. AddisAbaba University A.A

- Bear, G., Quinn ,M. & Burkholder, T. (2001). *Interim alternative educational settings for childrenwith disabilities Bethesada, MD*: National Association Of School Psychologists.

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

- Caine & Caine (1991). *Affective Dimensions of Learning.* North Central Regional Educational Laboratory.

- Constantino, S.(2003). *Engaging All Families: Creating a Positive School Culture by Putting Research into Practice*. New York: Rowman & Littlefield Education.

- Cotton, A. (2005). *School wide and Classroom Discipline: school improvement research series*. Northwest Regional Educational Laboratory.

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

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

- Ewnetu Hailu Tamene,(2013),*Perspective and practice of Suspension as a Tool Modifying Disruptiver Behavior: The Case of Four universities*: ,International journal of psychology and behavioral science

- Greenberg, D. (1987). *Back to Basics. The Sudbery Valley School Experience. Retrived 12* Februarry, 2014.

- Goodman, C. & Associates (199). *Renewing America's Schools: A Guide for School-Based Action.* SanFrancisco, CA: Jossey-Bass Publishers.

- Goodman, C. & Zimerman, T. (2000). *Introduction. In Communicating Student Learning.* ASCD Yearbook. Alexandria, VA: ASCD.

- Harold, K. & Heinz, W. (2005). *Essentials of Management: A School Perspectives*; (6th ed.). Ohio:main VICAS Pub.

- Henderson, K. & Mapp, W. (2002*). The Schooling Practices that Matter Most*. Portland, OR: NWREL and Alexandria, VA: ASCD.

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

- Lunnenberg, S. (2004*). Managing Your Classroom with Heart: A Guide for Nurturing Adolescent Learners.* Alexandria, VA: ASCD.

- Machuma, H.J. &Z.K.Killugwe,(2013), *stakeholders' perceptions on discipline management as a means   to improve students academic performance emerging experiences from Bunda District school Tanzania.*

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

- MoE (1994 E.C). *The school structural, management, and finance policy document* (Amharic version) A.A

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

- Nelson, J. (1987). *The Effectiveness of Alderial Parent and Teacher Study Groups in Changing Child   Maladaptive Behavior in a Positive Direction*. The University of Sanfransisco.USA

- Platt, A.R. (2005). *Efficacy of Class Meeting in Elementary Schools*. Sacramento: California State   University. USA

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

- Sulich, M. (2004*). Keeping Discipline in the Classroom. English Teaching Forum*. Vol. 42, No. 3,July, 2004.

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

- William Ouch, H. (1981). Organizational Culture: Basic Assumptions. San Fransisco USA

- NASP, www.nasponline.org Safe and Responsive School Project. www.indiana.edu/~safe sch. Technical Assistance Center on Positive Behavior Intervention and Supports. University of Oregon).www.pbis.org

- Emerson, E. 1995 cited in Emerson, Eric (2001). *"Challenging behaviour". Challenging Behaviour: Analysis and Intervention in People with Severe Learning Disabilities*. Cambridge:Cambridge   University Press. p. 3

- Roane, Henry S.; Ringdahl, Joel E.; Vollmer, Timothy R.; Whitmarsh, Ernest L.; Marcus, A. (2007*)."A Preliminary Description of the Occurrence of Proto-injurious   Behavior   in Typically DevelopingChildren*". Journal of Early and Intensive Behavioral   Intervention **3** (4): 334–47.

- Tsakanikos, Elias; Underwood, Lisa; Sturmey, Peter; Bouras, Nick; McCarthy, Jane (2011). *"Psychometric properties of the Disability Assessment Schedule (DAS) for behavior problems: An independent investigation". Research in Developmental Disabilities* **32** (2):

- http://www.ehow.com/how-5388871-handle-discipline-issue,classroom:htm/# 1xzzovFRgFJvJ

Jimma University

INSTITUTE OF EDUCATION AND PROFFESSIONAL DEVELOPMENT STUDIES

DIPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNARE FOR TEACHERS

I would like to express my appreciation in advance for taking your time to fill this questionnaire. The main purpose of this questionnaire is to get reliable data on the study entitled "practice and Challenges in Handling Students Disciplinary Problem. The Case of Jimma Town Government Secondary Schools". Thus, your genuine responses will be used only for academic purpose.

General Direction

- No need of writing your name.
- Use of tick" X " mark in the box of your alternative answer
- Please give answer to each close ended items as appropriate .
- Please give your short and precise response to open-ended question.

Section I. General Information and Personal Data

1. Name of the school_____
2. Sex   A. male   B. Female
3. Age   A.≤ 24   B.25-29   C.30-34   D.35-39 E. 40-44   F. ≥ 50
4. Educational status   A. Certificate   B. College diploma   C.BA/ Bsc/Bed   D.MA/Msc
5. Service year   A.≤ 6yrs   B.7-12 yrs   C.13-18yrs   D.19 and above

Section 2.Related Questions

PART ONE

1.Have you ever noticed or experienced disciplinary problems in your school?

   A. Yes   B. No

 2. Do you feel that misbehavior is hindrance to the teaching – learning process in your

   School?   A. yes   B. No

3. Have you put in place appropriate rule and regulation to re address the problem of

   Students?   A. Yes   B. No

   - If your answer is no, why?_____

4. Are you satisfied with the school rule and regulation regarding students discipline ?

   A. yes   B. No

   _If your answer is no , why?_____

PART TWO

1. The level of stresses of discipline problems

NO	Item	Not at all stressful	Mildly stressful	Moderately stressful	Very stressful	Extremely stressful
1.1	In general how stressful do you find students disciplinary problem in your school					

Think about your school as you read each statement below. Then make/ put " X " mark on the space that best describe your feeling regarding the frequency of student disciplinary problems occurring in the school.

A. The manifestation of the disciplinary problems in school

No-2	Disciplinary problems	Never observed	rarely observed	Sometimes observed	Often observed	Always observed
1.1	Absenteeism					
1.2	Lateness					
1.3	Failure to bring educational materials					
1.4	Negative attitudes towards schooling					
1.5	Failure to follow instructions					
1.6	Unwiring the school uniform					
1.7	Articulating wrong words on the school walls					
1.8	Destructing/ misusing the school property					
1.9	Leaving school without permission					
1.10	Antagonizing others					
1.11	Being out of task or showing carelessness					

1.12	Entering into prohibited areas at school without permission					
1.13	Druggist or alcoholism					
1.14	Being quarrelsome					
1.15	Committing minor theft					
1.16	Unnecessary conflicts with staff members					
1.17	Gambling in the school ground					
1.18	Bring un necessary materials to school (knife, surgery blade etc...)					
1.19	Participating in group conflicts					
1.20	Cheating in exam environment					

B. Causes for disciplinary problem

1=Never observed, 2=rarely observed, 3=Sometimes observed, 4=Always observed, 5=Always observed

No	Causes for Disciplinary problems	Never observed	rarely observed	Sometimes observed	Often observed	Always observed
2.1	Lack of induction program to new comer students					
2.2	Lack of academic interests or negative attitude towards certain subject matters					
2.3	Imbalance between students right and responsibilities					
2.4	Lack of parental involvement					
2.5	Lack of administrative or leadership supportive role					
2.6	Lack of administrative and timely decision making by board of management					
2.7	Limitation in empowerment of unit-leaders working in student discipline					
2.8	Failure of teachers to collaborate with and contribute to the effectiveness of existing disciplinary policies and rules					
2.9	Negative peer pressure posed from outsiders					
2.10	Teachers' Poor preparation or effective implementation of lesson plans					
2.11	Lack of collaboration from parents and key stakeholders in the area of discipline					

C. Practices used to handle students disciplinary problem

1=never used   2=rarely used   3=Sometimes used 4=often used 5=Always used

No	Item	Never	rarely	Some times	Often	Always
3.1	Warning					
3.2	Corporal punishment					
3.3	In school suspension					
3.4	Out of school suspension					
3.5	Detention					
3.6	Mechanisms of awareness creation/ raising					
3.7	Involving students to participate and resolve in areas of peer discipline					
3.8	intervening parent to assist the victim student improve misbehavior					
3.9	Praising or students for model good behavior					
3.10	involving successful personalities to share their experience to students for good behavior					
3.11	Using school mini media to repetitively inculcate rules and regulation of the school					
3.12	Strengthening the capacity of civic and ethical education teachers					
3.13	Capacitating unit leaders					
3.14	Improving staff and students relationships					
3.15	Strengthening school and community relationships					

D. Challenges to handle student's disciplinary problem

1=never used,   2=rarely used,   3=Sometimes used, 4=often used, 5=Always used

No	Item	Never	rarely	Some times	Often	Always
4.1	Interference of external bodies					
4.2	Lack of awareness of teachers about rules and regulation of schools					
4.3	Use technological devices as if it is a fashion symbolizing modernism					
4.4	Inability of school leaders to effectively control misbehaving students					
4.5	lowered PTA's attitude in responsibility are often expressed with retarded effort in responsiveness to discipline problems					
4.6	Work load of PTA and school boards to take immediate actions					
4.7	Failure of wrong doer students and/or resistance of their parents to admit decisions.					

<u>**Part Two: Interviews**</u>

A) <u>Interview Guide Lines for Unit-Leaders, Vice-Principals& Principals</u>

A.) How do you describe the prevalence of disciplinary problems in your school?

B) Does students' problem really hinder the teaching learning process in your school? If so, how severe the problem of student- initiated disruptive behavior in your school is?

C) What are the most frequently observable student discipline problems of your school?

D) What do you think of the major causes for most of student initiated disciplinary problems in your school?

E) What are the most widely applied strategies used to resolve discipline problems in your school?

F) Have you ever induced contextual mechanisms to manage and control students' maladaptive behavior in your school? if so how far the effectiveness of the mechanisms helped to maintain the culture of peace and order in your school?

G) Do the institutional management arrangements, such as school board and PTA being concretely supportive to favor the school a peaceful and harmonized teaching learning climate? If yes, in what particular ways their collaborations are contributive? If no, what are the existing gaps?

H) What are the main challenges your school faces in creating, maintaining and sustaining school rules, norms governing disruptive behaviors mainly initiated by students?

B) Interview Guide Lines for PTAs

1. How do you describe the prevalence of student discipline problems in the school you administer?

2. From your experience, what are the most frequently detected student misbehaviors often forwarded for the position of your decision making?

3. What do you think for the major causes of the most frequent student-initiated disciplinary problems in the school you administer?

4. Are the roles and responsibilities of your committee clearly and concretely suggested in the document guiding the school administration? If there has been any gap, did you try to establish and maintain contextual, rudimentary rule of thumb to manage or decide on student disciplinary problems?

5 How do you express the effectiveness of collaborative and participative values of parents and the community to make the school a safe, orderly instructional climate?

6. Within your committee efforts, is there a culture and practice of praising, early decision-making and documenting reports of remarkable students' disciplinary issues?

Guide for Document Investigation

1 Does the school have a policy guide to manage the discipline of the students?

2 Are the existing rules and regulations conveniently support the students' disruptive behavior in the school?

2. Does the school, with its unit management, follow disciplinary procedure, and keep records of the victim students' disciplinary problems?
3. Does the PTA have followed certain procedures against frequently disruptive students in a recorded manner?

Jimma University

INSTITUTE OF EDUCATION AND PROFFESSIONAL DEVELOPMENT STUDIES

DIPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNARE FOR STUDENT

      I would like to express my appreciation in advance for taking your time to fill this questionnaire. The main purpose of   this questionnaire is to get reliable data on the study entitled "practice and Challenges in Handling Students Disciplinary Problem. The Case of Jimma Town Government Secondary Schools". Thus, your genuine responses will be used only for academic purpose.

General Direction

- No need of writing your name.
- Use of tick" X " mark in the box of your alternative answer
- Please give answer to each close ended items as appropriate .
- Please give your short and precise response to open-ended question.

Section I. General Information and Personal Data

6. Name of the school_____
7. Sex   A. male   B. Female
8. Age   A.⩽ 14   B.15   C.16   D.17 Yrs and above
9. Area lived   A. rural   B. semi urban   C .urban
10. Parents' monthly income   A. low   B. medium   C high

    N.B.   low <1500, medium 1500-3500, above 3500 birr

11. Lived with   A. both father and mother B. mother or father C. Relatives D. individually

Section 2.Related Questions

PART ONE

1.Have you ever noticed or experienced disciplinary problems in your school?

    C. Yes   B. No

2. Do you feel that misbehavior is hindrance to the teaching – learning process in your

School?   A. yes   B. No

PART TWO

1. The level of stresses of discipline problems

NO	Item	Not at all stressful	Mildly stressful	Moderately stressful	Very stressful	Extremely stressful
1.1	In general how stressful do you find students disciplinary problem in your school					

Think about your school as you read each statement below. Then make/ put " X " mark on the space that best describe your feeling regarding the frequency of student disciplinary problems occurring in the school.

A. The manifestation of the disciplinary problems in school

No-2	Disciplinary problems	Never observed	rarely observed	Sometimes observed	Often observed	Always observed
1.1	Absenteeism					
1.2	Lateness					
1.3	Failure to bring educational materials					
1.4	Negative attitudes towards schooling					
1.5	Failure to follow instructions					
1.6	Unwiring the school uniform					
1.7	Articulating wrong words on the school walls					
1.8	Destructing/ misusing the school property					
1.9	Leaving school without permission					
1.10	Antagonizing others					
1.11	Being out of task or showing carelessness					
1.12	Entering into prohibited areas at school without permission					
1.13	Druggist or alcoholism					
1.14	Being quarrelsome					
1.15	Committing minor theft					
1.16	Unnecessary conflicts with staff members					

1.17	Gambling in the school ground					
1.18	Bring un necessary materials to school (knife, surgery blade etc...)					
1.19	Participating in group conflicts					
1.20	Cheating in exam environment					

B. Practices used to handle students disciplinary problem

1=never used   2=rarely used   3=Sometimes used 4=often used 5=Always used

No	Item	Never	rarely	Some times	Often	Always
3.1	Warning					
3.2	Corporal punishment					
3.3	In school suspension					
3.4	Out of school suspension					
3.5	Detention					
3.6	Mechanisms of awareness creation/ raising					
3.7	Involving students to participate and resolve in areas of peer discipline					
3.8	intervening parent to assist the victim student improve misbehavior					
3.9	Praising or students for model good behavior					
3.10	involving successful personalities to share their experience to students for good behavior					
3.11	Using school mini media to repetitively inculcate rules and regulation of the school					
3.12	Strengthening the capacity of civic and ethical education teachers					
3.13	Capacitating unit leaders					
3.14	Improving staff and students relationships					
3.15	Strengthening school and community relationships					