THE IMPACT OF STUDENTS' INDISCIPLINE ON THEIR ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS OF KAFFA ZONE

BY:

MIMI ADEME GEBRE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING

AND MANAGEMENT

OCTOBER, 2020

JIMMA: ETHIOPIA

THE IMPACT OF STUDENTS' INDISCIPLINE ON THEIR ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS OF KAFFA ZONE

BY: MIM ADEME GEBRE

A THESIS SUBMITTED TO JIMMA UNIVERSITY DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT, IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP

ADVISORS:

MAIN ADVISOR: FIREW AMSALE

CO-ADVISOR: GETACHEW HELUF

OCTOBER, 2020

JIMMA, ETHIOPIA

The Impact of Students' Indiscipline on their Academic Performance in Secondary Schools of Kaffa Zone

BY: MIMI ADEME GEBRE

APPROVAL OF BOARD OF EXAMINERS

_____ **Sig** _____ **Date**_____

Internal Examiner

_____ **Sig** _____ **Date**_____

External Examiner

_____ **Sig** _____ **Date**_____

Advisor

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The main purpose of this study was to assess students' indiscipline and their causes as well as to investigate how they impacted on academic performance of students in secondary schools. The participants of the study were selected from six secondary schools out of a population of thirteen (13) by using purposive sampling which are found in Kaffa zone. The study adopted descriptive survey and correlation research design. During the study, two hundred and thirty egiht (238) participants made up students, teachers, principals and supervisors were sampled. The students and teachers were sampled using stratified random sampling technique while the principals and supervisors were sampled purposively. The quantitative data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (t-test) while the qualitative data (open ended questions, documents analysis and interview) were analyzed using narrative techniques. The finding of the study revealed commonly observed types of students' indiscipline; the serious ones were late coming, high rate of absenteeism and cheating on examinations. With regard to the causes students' indiscipline due to home related which includes parental neglect, poor income, uncontrolled media and broken homes are the major ones .The other cause is attributed school related causes, which includes peer pressure, lack of offering sustainable guiding and counseling service, lack of collaborative work are the main ones. It was also found that the effects of indiscipline on academic performance include: students' inability to concentrate in class, study, loss of material which leads poor performance. From analysis of ESLCE result and recorded students indiscipline cases shows that Schools that reported fewer indiscipline cases had relatively better educational performance as compared to those that had more indiscipline cases. In order to minimize indiscipline behaviors, the study recommends that; discipline in the society should begin at the home. The home and the school must therefore interact and co-operate in enhancing discipline.

Key words: Indiscipline, impact, academic performance

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

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

The school as an organization should be able to delivers humanitarian services, which is geared towards the betterment to the government and the society, Such as the ability to inculcate moral, punctuality, regularity, honesty and dedication of work. This means the school should be able to produce disciplined students who will later become good citizens are free from any indiscipline act be it drug addiction, gambling, truancy school or other vices. Indiscipline, which serves as a major source of some social vice in Ethiopia is of great concern to the parents, government and teachers such vice include truancy, absenteeism stealing, pocket picking, drug abuse among youth also constitute nuisance to the government and society.

Discipline is an important component of human behavior and asserts that without it an organization cannot function well towards the achievement of its goals (Ouma, Simatwa, & Serem, 2013). In the context of a school system, a disciplined student is that student whose behaviors, actions and inactions conform to the predetermined rules and regulations of the school (Ali *et al* , 2014). However, discipline ideally means more than adhering to rules and regulations and entails the learner's ability to discern what is right or wrong (Gitome, 2013). Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008).

Indiscipline is an act of not conforming to order, policies procedures, rules and regulations of a society. The issue of indiscipline is one of the social problems among the Ethiopian youth, whether in post secondary school, higher learning. The impact of indiscipline cases are

1

manifested in all works of life including the smooth running of schools. Student misbehavior, which refers to a behavior that disrupts the learning-teaching process, creates psychological and physical discomfort and harms property, is with far reaching implications towards the achievement of educational goal.

School institutions remain a preparatory ground to empower and certify the requirement for human development. The teacher is faced with the challenges of educating, socializing, powering and certifying students, but with the help of good teaching atmosphere. By implication, the task of a teacher, which includes sustaining education system, do not rest on his or her professional competency alone, but on the entire features of the school climate (Loukas, 2007). The school is a type of service organization vested with primary function of educating the child and the control is a problem faced by all organizations especially learning institution, which work with people. For the efficient functioning of the school, school managements reserve power to control the conduct of students through reasonable rules and regulations. Once these rules and regulations are made, they must be enforced on the problems, which beset secondary schools, indiscipline comes first. Moreover, mismanaging students' indiscipline may impact academic performance.

In recent years in many Kafka zone secondary school students often manifests indiscipline behavior in line with poor performance particularly in Gimbo high school the pass rate drops significantly. Indiscipline students perform poorly because they tend to lack concentration since they spent much time hiding from teachers, such students rarely approach teachers for academic help outside class as reported by Borniface. Due to the above reason the researcher's interested to find out the impact of students' indiscipline on their academic performance in secondary schools of Kaffa zone.

1.2 Statement of the problem

Indiscipline at schools affects the performance of learners. Salifu and Agbenyega (2012) found that school indiscipline reduces teaching contact hours as more time is devoted to managing behavior rather than on teaching. According to Moye (2015), the problem of indiscipline in schools has persisted over the years. Most educators come to work being demotivated because of the challenges they encounter while presenting lessons. The reality of most secondary schools in

Ethiopian, students do not behave according to the norm of the school (Teshome 2013). Because of this reason disciplinary problems of students have become one of the obstacles facing the student academic achievement the education system, and it has brought a great impact on the teaching learning process particularly at high school level. Fekadu (2000) indicated different societies and different school system have different expectation of student academic achievement. If student academic achievement is out of the expectation; it is considered to be a problem. In other words a behavior is considered to be a problem, if it is assumed to have harmful effect on the individuals and if it creates social disapproval. Similarly, few studies were conducted on students' misbehavior. For instance, Selamawit (2012) reported that detachment from families, low status of family background and low family income facilitated the disruptive behavior of students in the schools. Likewise, Asnakew (2005) indicated that, the causes for problem behaviors can differ depending on their type (e.g. substance abuse, aggression, etc). However all studies were conducted outside of the study area. Hence this study would contribute to closing the research gap. It will help to alert stakeholders Students' indiscipline should be taken into consideration by all teachers, administrators, parents and other concerned bodies such as officials in order to create conducive environment for teaching learning process. For that matter the study tried to seek answer to the following basic questions. So, to address the major and specific objectives, the researcher will focus to answer the following questions.

1.3 Research Questions

The study was guided by the following research questions

1. What are the common student's disciplinary problems in Kaffa Zone Secondary Schools?
2. What are the major causes of indiscipline that has in effect on student's performance in Kaffa Zone Secondary Schools?
3. How indiscipline behaviors do impacts students' academic performance in secondary schools?
4. What strategies can be used to combat problem of indiscipline?

1.4 Objectives of the Study

In order to address the above research questions, the following general and specific objectives were formulated.

1.4.1 General Objective

The main objective of the study was to investigate the impact of students' indiscipline on their academic performance in Kaffa zone secondary school.

1.4.2 Specific Objectives

Based on the major objective of the study the researcher identified the following specific objectives

- To identify common types of indiscipline behavior experienced by students' which are related with academic achievement in selected secondary schools;
- To assess the causes of students' indiscipline that has an effect on student academic achievement in Kaffa zone secondary school
- To examine impact of students' indiscipline on their academic achievement in Kaffa zone secondary school
- To suggest intervention strategies that can be used to combat problem indiscipline in study area.

1.5 Significance of the study

The result and recommendation of this study will might serve as to provide vital information to various stakeholders of Education such as the administrators, policy makers and training institutions to show impact of disciplinary problem on student academic achievement in secondary school. With the help of this study the administrators may make informed decision on how to improved major student's disciplinary problems in the Secondary Schools. The Ministry of Education and other stakeholders can also make use of the findings and recommendation in regard to training and distribution of teaching and learning resources based on the needs in schools .The in service training organizers can also focus on the strength and weaknesses of in

service training to improve major student's disciplinary problems in the Secondary Schools by using the findings from this study in order to make the training successful.

1.6 Delimitations of the study

The delimitation is restrictions set by researcher to mark the scope of the study (Cohen, Manion & Morrison, 2007).This study was purposely restricted to investigate impact of students' indiscipline on their academic performance in the government Secondary Schools therefore the findings cannot be generalized to private secondary schools. The study further narrowed to secondary schools of Kaffa Zone .This enabled the researcher to manage the collection and analysis of data within the stipulated time. The narrowing of the study also helped the researcher to reduce the cost of the study in the entire Kaffa Zone. The study will be only focused on the availability of resources training, administrative support and attitude of teachers on teaching and how it influenced their performance preparatory schools of Kaffa Zone.

1.7 Limitations of the Study

The most pressing problem encountered by the researcher in the course of conducting this research work includes the following

- Because of COVID-19 pandemic the schools has been closed that created a lot of difficulty to reach to respondents

- Time is also one the constraints the researcher was not able to undertake an extensive study given the short period available.

- Money: the study was funded from personal resources, which are limited

Whatever the inconvenience is there the researcher tried to move time and again to the respondents and convince the above bodies by approaching politely and telling them the importance of the study. Then, there were willing to collaborate with the researcher in giving information needed in the study.

1.8 Definition of Significant Terms

Discipline: refers to the scheme of regulations, penalties, and behavioral tactics suitable to the ruling of secondary school children and the upholding of order in the schools.

Indiscipline: mostly it is viewed as a kind of behavior that deviates from the generally accepted norms as seen in almost all facets of the society; at home, in schools, government and religious places. Indiscipline in this context of this study, it means the absence of discipline in the form of disobedience, absenteeism, bad attitude, lateness to school, negligence of duty etc.

Performance: The ability to do a piece of work which needs special skills and to produce the desired outcome.

1.9 Organization of the Study

The study comprises five chapters: The first Chapter consists of the background to the study, statement of the problem, research questions, limitation and delimitation of the study and definition of key terms and the organization of the study. The second Chapter deals with review of related literature, which involves a detailed discussion of the available study based on the objectives of this study. Chapter Three covers research methodology, research design, target population, sample size and sampling procedure, research instrument, methods of data collection, data analysis techniques and ethical consideration Chapter Four entails data analysis interpretation and discussion of the study while Chapter Five gives the summary, conclusions and recommendation of the study as well as suggestion for further research.

1.10 Conceptual Framework

A conceptual frame work model is a technique involving factors that tend to manipulate a particular out line in more symbolic and or diagrammatic ways (Jwan, 2010) the scholar, asserts conceptual frame work is a hypothesized model that indentifies concepts or variables considered in a study by bringing out the relationships.
The basic frame work of this study will be built around the conceptual model below

The conceptual frame work shows relation between independent and dependent variables

Independent variable

Students' Indiscipline

- Absenteeism
- Cheating in exam
- Disturbing in class
- Leaving class early
- Bulling and abuse
- Not bringing books
- Addiction with drug,

Dependent variable

Poor Academic performance

Fig 2.1 School relation factors in relation factors influencing students' indiscipline

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Meanings and Concepts of Discipline

The word discipline has wider meaning and concepts that have been used in the field of education. The oxford advanced learners' dictionary defined that discipline is the practice of training people to obey rules and orders and punishing them if they don't; the controlled behavior or situation that result from this training. Semantically, discipline means the order maintained and observed among pupils, or other persons under control or command It is "a system or method for the maintenance of order; a system of rules for conduct". It presupposes the training of students to proper action by instructing and exercising them. Thus, it is a question of mental and moral training. Within this interpretation, the teacher can be seen and the teacher was traditionally seen - as a discipline master, a master in a school employed not to teach, but to keep order among the pupils (Oxford English Dictionary, 2003).

Discipline has two different but related meaning. First discipline is a planned series of activities or exercises considered necessary for attainment of a certain goal. An example is the training of athlete for a race or for some other athletic contest. This meaning would include the development of regular exercise, eating, and sleeping habits as well as certain restrictions. Another example of this meaning is the college curriculum leading to a degree. In the first sense discipline also means a set of laws affecting conduct such as the discipline of church, the law, or medicine. This meaning may be called positive "discipline". Second discipline means punishment for conduct that is considered undesirable. Failure to achieve a required standard in school, for example may result in punishment or discipline. The punishment may also be the natural result of undesirable conduct such as the morning after a binge or failure in a contest because of breaking training. This meaning may be called negative discipline. Its purpose is to prevent conduct that is undesirable. It is intended to help the individual understand what is necessary to attain the goal and to motivate him to keep the exercise and the rules that has been set up (Jones, 1963). Student's discipline is a prerequisite to almost everything a school has to offer students (Selfert and Vornberg, 2002).

Seifert and Vornberg further link discipline with both the culture and climate of the school thus: "In order for a satisfactory climate to exist within a school, a certain level of discipline must exist". In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to 'better' schools. And because the well behaved usually perform well (Rigby, 2000), their transfer can affect the overall performance of that school. Troublesome students can sometimes make teachers react emotionally to the extent of using punishment. But punishment, instead of curbing behavior, can aggravate it (Dreikurs *et al.,*2008). In the words of McManus (1995): punishment does not discourage misbehavior but rather reinforces the pupils' view of adults as treacherous". Students' indiscipline seems to be ubiquitous in the 21st century in secondary schools. Child's discipline is a part of socialization.

With recent increase in school enrolment, students discipline problems are bound to accentuate and cause more burdens on teachers and school administrators. Students' indiscipline has plagued schools leading to series of unrest. It is observed that students resort to unconstitutional measures in channeling their grievances; and it is not unusual that schools have been blamed for the awkward and uncivilized behavior demonstrated by the students Mbiti (2007), revealed that discipline a concept is used to mean moral capacity or disposition which is ingrained into the human personality. It becomes a powerful habit for self-control.

Mwangi (2006), says that discipline is a set of procedures designed to eliminating behaviors that compete with effective learning. These definitions emphasized the role of the administrator and teacher as that of simultaneously, dealing with learning and any behavior that conflicts learning. This is supported by (Okumbe, 1988, Mbiti, 2007). Discipline is also regarded as training that develops self-control Oothizen (1998). It must always be prospective, that is directed at developing the adult of the future. Mbiti (2008), views discipline in three major schemes each of which gives its justified position on how it should be managed. These schemes include – the traditional scheme of discipline, the free expression scheme of discipline, and the modern scheme of discipline. The traditional scheme of discipline is guided by the basic idea that the child was born naturally bad. In this view, all children are naturally inclined to do evil unless adults control them properly. Discipline is the act of using reasonable controls in an effort to produce desired behavior. Vernon F. (1995:260). There are many reasons given for why discipline problems frequently arise either in the school or classroom. Although some discipline

problems may be caused by outside factors such as disruptive home environment, probably the majority of the discipline problems originate from difficulties within the school environment, thus teacher related problems, and student related problems and home-environment related problems.

To address the related problems effectively there should be discipline in the classroom, and school, otherwise whatever we do it is difficult to reach our destination. As Student(1995:8) reports in his research study stated the nature of behavioral problems as follow, late in coming to school, not doing work, not bringing books to class, inattention, using foul language / swearing rudeness to teachers, truancy, disrupting class, stealing, minor vandalism, smoking, drinking and bullying. Beside lack of punctuality the behavioral problems cited by most students were related to lack of motivation and inattentiveness in class. Indiscipline in the family and society are growing problem and it effects are reflected in the school. Discipline is often mistakenly thought of as classroom management. But it represents a narrow reality and so cannot be used as a synonym for classroom management. However, it is highly important to understand what discipline involves and how, as one aspect of classroom management, it relates to the large picture in a vital manner (Harrison, 2008).

2.2 Impact of Disciplinary Problems on Student Academic Achievement

All students do not experience the same kind of discipline problems on student academic achievement, but the difference seems to be mainly a matter of degree rather than type. At present there are probably few students' discipline problems on student academic achievement which are unique to only one school. Though, in general, primary schools probably encounter fewer disciplinary problems than do secondary school. Students' disciplinary problems, although it manifests in different ways, is experienced in learners of all ages. Montgomery (1998:131) says that learner misconduct is more common amongst secondary school learners than in primary school learners. He further says that boys are more frequently involved in misconduct than girls. According to him juvenile delinquency and violent and criminal activities are manifestations of adolescents rejecting authority within the community. He further indicates that certain forms of behaviors are associated with one another as interdependence among behavior problems Charles (2008) describe some types of misbehaviors are likely to occur in the

class room some frequently, some rarely. It is often helpful to talk with students about these kinds of disciplinary problems, at least those that affect the class most often.

2.2.1 Teacher Related Problem

As teachers, we don't like to accept the idea that we ourselves often cause discipline problems on student academic achievement our own classroom. Our behavior with students and our failure to provide well – planned relevant learning experiences can often lead to disruptive incidents in the classroom. The following factors illusorily potential sources of problems for teachers.

Inexperience: - In general, in experience in working with a particular group of students or lack of knowledge about intergroup relations often causes problems for beginning teachers. New teachers are usually very anxious about being able to maintain control and, in the process, may set in appropriable disciplinary procedures for themselves and the students. Thus it is only by having many experiences related to classroom management, in which teachers work with a variety of students from different age groups: social backgrounds, and socioeconomic levels, that new teachers gradually come to master the problems associated with class discipline.

Communication:- Regardless of their rapture, problems which results from ineffective communication slits on the part of the teacher continues to grow in number, and no doubt are related to larger societal problems.

Attitude: -Attitudinal differences effective classroom management demands the realization on the teacher's part that differences in students altitudes towards school exists. Many students don't view school as an important and exciting place. To be in fact, they consider it boring other students may enjoy school but find a particular subject uninspiring.

Student Related Problems

Behavioral problem of some students could be an obstacle of to exercise or do practical activities in a class. The negative peer pressure on their classmate affects students' learning. Borich (2000:339) supports this idea by saying "without mutual feelings or trust and respects you will be unable to assume the role of an instructional leader in your classroom." That means unless the act of misbehavior, like cheating, deliberately destroying things /materials, playing with hands,

feet, pen etc disrespect and others are minimized students' learning process in different activates or subjects will be impossible.

In addition to these, there are also, other factors that may hinder students' learning process in the classroom. To mention some peer pressure, academic success and boredom. Kassambira,(2003) added, on lack of academic success, " poor grade, learning problems, the inability to attain some measure of success in completing school assignments, and pressure to meet a university or college entrance requirements may cause disruptive behavior in students." Therefore, students should work hard to overcome the problems mentioned above so that they can understand effectively whatever they learned.

2.2.2   Parent or Home Related Problems

Since it is at home where a child starts learning and continues his learning in school, it is essential to discuss the life situation of the student at home with regard to discipline. Because the child are the reflection of the home, the school situation and the society where he has been brought up. Child at the moment of birth is but a biological organism that turns in the a person or rational human being capable of working and creating only in the process of adults influencing the child by training and by introducing him to value systems and patterns of behaviors. Alemaehu Tegenu (2012: 19) lists different causes of students' disciplinary problems. These are low income, large family size, lack of offering love to children, little value to education and frequent conflicts and divorce were factors identified on the part of the parents.

Besides, community related factors which include unemployment, low living standard, illegal video house, camping life, undermining unskilled labor and the ethnic group engaged in unskilled labor have identified to be the causes of student misbehavior Alidzulwi (2000) like most authors, regards parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools (Alidzulwi 2000). This is especially true in black families (Shiluvane 1999). Alidzulwi (2000) points out that many parents in Venda are not involved in the education of their children, causing poor results, high drop-out rates, and the absence of discipline in schools. Bowman (2004) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems

in schools. A psychologist is quoted by Louw and Barnes (2003:10-11), claiming that he has never seen a problem child, only problem parents. In his study, Varma (2003) also points out that those learners who behave badly at school do not receive proper discipline at home.

2.2.3   Community Related Problems

The immediate social environment in which youngsters live can provide them both good and bad things indiscriminately. Things that are usually considered bad are those that endanger their present or future life and bring about distraction sooner or later. The environment where a child lives has a great influence on, schools cannot operate in isolation; whatever happens and whatever is tolerated in the world has an effect in our school. The attitudes of adult with whom pupils come into contact, either by direct experience or through communication media is condition that attitude of pupils to all influences on their lives (Turner, 2003).

It is impossible, of course, to entirely separate out personal problems from social ones. Student's problem behavior in the classroom cannot be isolated from the factors that originate from society. Children who have not formed a proper judgment about right behavior because of their age and social experience normally tend to imitate the behavior around them, which can be explained as social learning theory. Social learning theory proposes that many behaviors develop as a result of our observing what other people do, which is a key concept in understanding how children develop their knowledge of social role and their sense of identity in school (Long, 2000). From social learning theory, it is not difficult to assume that children's viewing of violence on television can be causally linked with subsequent aggressive behavior Another point is family influence, which has been established beyond reasonable doubt that the family can play significant role to curb students' disciplinary problems. In addition to the above category of cause of students' disciplinary problems, Charles (2008), describe and lists ten the following specific causes of students' misbehavior.

2.3 Causes of Disciplinary Problems

2.3.1   Parental/Home Influence

An important investigation was done by Naong (2007). It focuses on educators' morale and their views of discipline after corporal punishment was abolished. In their research hey had to respond

13

to the following: Poor discipline at our school is a serious problem. Other methods of discipline besides corporal punishment are not effective in instilling discipline at school. I feel like making use of corporal punishment when the learners do not want to behave. I fully understand the difference between punishment and discipline.

Allie (2001:71) indicated that after the abolition of corporal punishment in South Africa, most schools were faced with enormous disciplinary problems. In discovering the intensity of disciplinary problems in schools, the then Minister of Education introduced the document entitled *Alternatives to Corporal Punishment in the year 2000* (Allie 2001:71). The success of the issue of discipline at school lies in the ability of the School Governing Body to draw up a Code of Conduct for the school, as well as in the implementation of guidelines and regulations on school discipline, so that transgressions can be handled uniformly. Another research project by Fraser (in: Smith 1999:362) in the provinces of Gauteng, the Free State, and KwaZulu-Natal, revealed serious cases of learner violence. These incidences included learners burning down classrooms, attacking educators and principals, setting fire to educators' cars, and attacking taxi drivers, as indicated.

2.3.2 Personal Problems

Leave your personal problems outside the classroom; it is essential that you concentrate all your energies on creating a stimulating atmosphere. It is unfair for teachers to allow their personal problems to affect the academic and social development.

Planning: Good Planning is an essential in which the educational needs of each student are able to be met within the instructional program. Too often teachers don't have good plan for teaching. They may have a few ideas, but not an actual in any classroom. Planning involves setting realistic objectives for the class as a whole and for individual students.

Appropriate instructional materials: - very closely related to planning is the need for curriculum and instructional materials appropriate and relevant to the background and needs of the student.

Classroom setting: -The physical as well as the conditional environment of the classroom can be major source of descriptive behavior in students**.**

2.3.3   Learners with Emotional Problems

When learners have emotional problems, this may cause them to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt (Lewis, 2001:86). Rossouw (2003:423) mentioned that some learners play with cell phones in class, and when the educator confronts them they start acting aggressively to impress their classmates.

Learners with emotional problems are particularly disruptive when certain teaching methods are used. For example, Rossouw (2003:423) comments on active learning approaches which allow learners to speak out aloud. As the lesson progresses some learners take advantage of the situation and start making a lot of noise. Thus they are troublesome. Rossouw, furthermore (2003:425), mentions that learners with emotional problems often have no respect for human dignity, hence younger learners are often victimized and bullied by older ones. He (2003:425) indicates that some learners have a negative influence on others, for example, a group of learners may admire and imitate individuals who are unruly and arrogant. This is typical behavior of adolescents in secondary school.

Mabeba and Prinsloo (2009:35) share the same sentiments where they indicate that the main reason why learners misbehave can be summed up as wanting attention, desiring power (influence and intimidation), revenge (retaliation and vendettas), and a display of inadequacy (frustration and pain). The two authors believe that these emotional problems may be aggravated by a number of factors, such as the family and the learner's home circumstances, the influence of the peer group, the school organization and school climate, the relevance or lack of the curriculum, the personality and qualifications of the educators, the teachers' teaching styles, and more. Lewis (1991:23) points out that there exists a cycle of behavior, namely learners who believe that they are not recognized and respected, start misbehaving. This is a strategy of the learners to show their presence and to seek attention. In the process, the attention-seeking behavior may result in the educator spending a lot of time trying to discipline that learner, which causes the cycle to go on and on.

2.3.4 School Related Causes

Factors which may determine the types of problems in schools are the size of the school, the managerial skill of the principal and the socio-economic backgrounds of the learners. Goldstein, Harrotunnian and Conoley (2004:9) maintain that, the nature of leadership and governance in a school could have a significant influence on the lack of discipline on those schools. They also, express their opinion that, the size of the school can determine the extent of the disciplinary problems, because bigger schools are more at risk than smaller school. Hernandez and Seem (2004:256) believe that, school violence is a reflection of the school climate. Factors such as higher expectation among school staff, learners and parents learner achievement, orderly school and classroom environment and high educator moral may lead to the positive treatment of learners. In order for a satisfactory climate to exist within a school, a certain level of discipline must exist.

In schools where discipline is a serious problem, for instance, where students bully others, parents can transfer their children to better 'schools, because the well behaved usually perform well. Troublesome students can sometimes make teachers react emotionally to the extent of using punishment. The school can contribute to the development of behavior problems in several rather specific ways. Teachers may be insensitive to student's individuality and may require a mindless conformity to rules and routines. Teachers may hold too high or too low expectations for the student's achievement, conduct and communicate to the student who disappoints these expectations that he/she is inadequate or undesirable (Fekadu Wakjira 2000:39)

2.3.5 The Influence of Gender and Race

Learner gender is another important aspect worth looking into in terms of how it influences the extent of disciplinary problems. Day-Vines (2005:236-243) states that urban American male adolescents experience disproportionately higher rates of disciplinary referrals than females, as well as suspension and expulsion, which have been attributed to numerous ecological factors. These include cultural conflicts and misunderstandings related to the culture of origin and school. Monroe (2005:2) also brings the difference in gender to the fore when he indicates that African American males are disciplined with greater frequency and severity than their peers in other countries.

Morris (2005:25-48) pointed out that school officials tend to view the behavior of boys as more threatening than that of girls, and in most cases boys are the ones receiving strict, punitive discipline. According to Olweus (in: Besag 1991:16), boys are more violent at school than girls, using both physical aggression and threats. Girls tend to portray more indirect modes of malicious gossip, as well as malicious ostracism. Maccoby and Jacklin (in: Besag 1991:39) share the same sentiments as Olweus above. They point out that the reason why boys are more violent than girls is because boys are biologically more prepared to learn dominance, competitiveness and aggression. Girls are socialized into being more inhibited. Besag (2001:109) confirms that there is a difference in the way boys and girls challenge the school in matters pertaining to discipline. She points out that boys challenge overtly by conflict and confrontation. Girls use their maturity to confront educators by wearing earrings, make-up, ignoring the dress code, and flaunting their sexuality.

2.3.6   Political, Social and Economic Factors

According to the Bible, a child is not naturally inclined to be good and innocent in the presence of God and his or her fellow human beings (in: Rossouw 2003:419). Rossouw (2003:419) mentions that man fell into sin at the beginning of humankind. This explains the presence of misconduct, deviant behavior, and disciplinary problems in the lives of human beings.

Rossouw (2003:424) also indicates the over-emphasis placed on children's rights as one of the factors confusing principals, educators and learners in matters relating to the discipline of learners at school. He further indicates that some principals are under pressure to recognize learners' rights, and do not know to which point they should make allowance for their learners' voices. He mentions (2003:424) that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. He further more points out that the over-emphasis placed on learners' rights may cause a "don't-care attitude" and a lack of regard for the educators' role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. Children who experience social alienation from significant others are often misbehaved. According to Lewis (1991:74), this situation arises within most families where children feel rejected.

This finding (the significant relationship between isolation and poor behavior) is supported by Butchart (1998:242) where he indicates that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. According to him (1998:242), these feelings experienced by the child may ultimately develop into what is referred to as 'psychological pains', which may cause problems such as physical assault, gang violence, substance abuse, and many others.

2.4 The Management of School Discipline

2.4.1 The Authoritarian Approach to Discipline

Pretorius, as cited by Louw (in: Mtsweni 2008:39), links the authoritarian style of leadership to autocratic communication, the excessive control of learners, and domination, not only bad pedagogic it also compulsive exercising of power that undermine the learners' feelings of freedom and security. McKay and Romm (in: Mtsweni 2008:39) agree when they indicate that an authoritarian style of leadership causes learners to resort to violence, because they are frustrated by not having a say in what concerns their well-fare and well-being at school.

Egwuonwu (2008:25) points out that prior to the democratic dispensation in South Africa; corporal punishment was an established, authoritarian approach to disciplining learners. "Spare the rod and spoil the child" was a popular adage that was forced down the throats of every educator and child in a bid to make him/her accept discipline. Maree (in Egwuonu 2008: 25) added that the proponents of corporal punishment justify its administration on various grounds, indicating how it is capable of building character, contributing to the rapid reduction or elimination of unwanted behavioral patterns, and facilitating learning, whilst at the same time teaching respect for rules and authority.

2.4.2 Alternative Modes of Discipline

An educative, corrective approach

The Department of Education (2000:9) urges educators to use discipline rather than punishment proactively and constructively. It is expected that the learners experience an educative, corrective approach where they will learn to exercise self-control, to respect others, and to accept the

consequences of their actions. In its guide for educators on how to deal with discipline, the Department of Education (2000:10) advises educators to adopt alternatives to corporal punishment for effective discipline, such as:

• Present possible alternatives that focus on positive behavior;

• focus on rewarding learners for their effort, as well as for good behavior;

• discuss rules with learners and reach an agreement on these rules -- learners will attempt to keep these rules because they have been consulted in their design; The more educators understand the possible biological predisposition for challenging behavior, the more likely it is that they will be motivated to provide environments designed to help the learners to overcome these biological influences (Scheuermann & Hall 2008:33).

The psycho-dynamic theory and alternative discipline

For psychological health, children and young people must successfully complete a series of developmental stages, each which presents accompanying psychological conflicts (Scheuermann & Hall 2008:36). If any of the developmental stages are not satisfactorily completed, or the conflicts are not adequately resolved, psychological difficulties, and accompanying behavioral problems, may result (Kessler 2008:36).

Scheuermann and Hall (2008:37) demonstrate in the above model interventions which are more relevant to school settings. These include, among others, providing a warm, supportive climate, where all the staff members are trained to interact in various appropriate therapeutic ways with the learners. Such environments are designed to reduce unnecessary problems. Art, music, drama, and the work of play therapists may be used to help children identify negative feelings. Group processes and dynamics are emphasized. It is important to provide an environment that is positive, predictable and consistent, and appropriate for each learner's emotional needs. Counseling is advised for students who exhibit high levels of challenging behavior (Scheuermann & Hall)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section comprises of the description of the research design, study population, sample and sampling techniques, data collection instruments and procedure, finally methods of data analysis.

3.2 Research Design

The study adopted Descriptive survey design and correlation design were used in the study. A descriptive survey attempts to describe or document current conditions or attitudes (Wimmer & Dominick, 2013) while correlation designs allow researchers to describe the relationship between two measured variables (Jackson, 2014).

Descriptive survey designs are used in studies preliminary to allow the researcher to explore and gather information, summarize, present and interpret the data for purposes of clarification, according to Gall, Borg and Gall (1996). Note that descriptive survey research is intended to produce statistical information about aspects of educational training that interest policy makers and educators. By involving a broad category of stakeholders, the study fits within the cross – sectional sub-types of descriptive survey study designs. In this study the qualitative and quantitative approach was used so as to come up with adequate findings

The study also used Ethiopian School Leaving Certificate of Examination (ESLCE.) results, interview and questionnaires to yield the necessary information.

3.3 Area of Study

The study was carried out in the administrative area known as Kaffa zone which is found in south west of Ethiopia. The target population for the study comprised of all selected school principals, school teachers, Wereda supervisors of Kaffa zone and selected secondary school students in Kaffa zone was chosen for this study because it is one of the Areas in the regional state with low academic performance. The diversity of the population of Kaffa zone presented

another area of interest. This is because the zone has both a rural and an urban population, with some schools situated in Town and others in the rural areas.

3.4 Study Population

According to Mugenda & Mugenda (2003) "Target/study population refers to an entire group of individuals, events or object having a common observable characteristic". The target population for the study comprised of all selected school students in six Wereda one in each which are candidate for Ethiopian School Leaving Certificate Examination in the same schools which are found in Kaffa zone. In addition to students principals and teachers of the schools as well as the Woreda education supervisors that are working in the selected schools were included. The study population comprises of 370 teachers, 12 principals and 6 Wereda education supervisors and up to 1180 students in rolling in grade ten on those targeted six secondary schools.

3.5 Sample and Sampling Techniques

A sample is a representative proportion of the target population. The sample size should be able to accurately represent the characteristic which is under investigation (Mugenda & Mugenda, 2003). Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho, 2005).This study used stratified, purposive and random sampling technique to obtain a sample from the target population that is the teachers and principals. Then random sampling was used to sample out the school. According to Mugenda & Mugenda (2003) a sample size of the respondent can represent the target population. Based on this guideline the researcher used a sample of the target population six secondary schools out of thirteen which are found in Kaffa zone by using purposive sampling.

From these six schools; using stratified sampling the researcher selected 102 teachers based on grade and subjects they teach from a population of three hundred seventy which is 28% from each school in addition to this all twelve principals and six Werda education supervisors were included purposive sampling.

In the case of students, a stratified random sampling was applied. Since the schools are closed due to the current COVID-19 pandemic it will be difficult to find large number of students in

short time. Therefore only 10% students were participated from each school. So class register and disciplinary register were obtained from class teacher and 118 students were selected from both register using the lottery technique in each selected school. This method allowed the researcher to select names of each group by picking lucky subjects from a well shaken box. This sampling method was employed to ensure the spread of the sample to both students from the class register and students from the log book register so as to have a wider representation. Stratified random sampling means drawing a number of samples according to the number of persons per stratum (White, 2005) in this case it is class register and disciplinary register.

The table below shows the sampling frame

Table 3.1: Sample frame which shows selection of respondents

No	Samples	Population	Sample	%
1	**Wereda education supervisors**	6	6	100%
2	**Principals (vice principals)**	12	12	100%
3	**Teachers**	370	102	28%
4	**Grade 10 students**	1185	118	10%
Total		1573	238	

Moreover, a total sample numbers of 238 respondents participated in the study

3.6 Data Collection Instrument

The data was collected by use of self administered questionnaires interview and through document analysis. Researchers preferred to use methods that provide high accuracy, with low cost, rapid speed and maximum management demands and administrative convenience, Warwick and Lininger (1975). Similarly, methods that enable formative evaluation of only people from the study population and eligible to participate in the research were used in order to describe some attribute of the target population members Akker (1999).

3.6.1   The Questionnaire

The questionnaire were a convenient tool for collecting data where there are large numbers of subjects to be handled because it facilitates easy and quick collection of information within a

short time Kothari (1990). Self-administered questionnaire were used to enable the researcher to get the full range of reasons from the respondents' choices. The use of the questionnaire was appropriate because the study aimed at finding out their views about the, incidence, causes and effects of indiscipline on the academic performance of students. Questionnaire was more appropriate because it is the instrument that could be used to scan the views of the respondents who were scattered in the study area. Accordingly sufficient copies of two types of questionnaires, one for the teachers/educators, and another for the students, were sent to each school, targeting the following individuals: first school teachers, principals and Wereda Education supervisors and the other for current students

Part-one: Questionnaire for Students

The teacher's questionnaires were divided into two parts. Part one sought information regarding students' demographic data. Part two focuses on common types of indiscipline problems in secondary schools. Part three contains open-ended and closed ended items which sought information about impact of indiscipline on students' academic performance. Part four focuses on possible suggestions to reduce impact of indiscipline on academic performance.

Part-tow: Questionnaire for Teachers, Principals and Supervisors

The questionnaire for the Teachers, Principal, vice principals and Supervisors was used to scan the views of the respondents experience, insight, beliefs, role and suggestion to elevate the problem in the schools. The questionnaire was closed and open ended questions. The questions were organized based on the objectives of the study as indicated in chapter one.

3.6.2 Interview

The researcher used semi-structured type of interview to gather data for this study. The Method helped the researcher to gather data from the school principals and Wereda education supervisors the main purpose of the interview was to supplement and increase the validity and reliability of the information obtained from the questionnaires. In other words, through the Interviews, the quantitative data collected through the questionnaires have been triangulated (Lynvh, 1996).

3.6.3 Document Analysis

In document analysis, the past five year ESLCE results were analyzed in terms of their use and purpose to determine their relevance to quality performance in examinations. It is believed that documents usually indicate people's sensation experience and connote opinion, values and feelings, (Goets and Le Compte, 1994). Their effects are essential to the power of introspection. Guba and Lincoln, (1981), assert that documents, when used accordingly, increase the reliability or internal validity of the study.

3.7 Validity

Validity of the instrument refers to determine the extent to which the instrument used in this study measures what they were supposed to measure, content and construction validity were used. As mentioned above the Questionnaire was developed and was given to experts to determine its suitability an appropriateness regarding the items, their suggestions and corrections were utilized in final Draft of the questionnaire items. So, the validity is the strength of conclusions, inferences or Proposition. For clarification, the developed instruments had been given to the supervisors in the department of Educational planning and Leadership, determine their validity. Their recommendations were used in modification of the instruments to improve on validity. For the researcher to modify the instruments and make them even relevant to the study, a reconnaissance, suggestions and advice offered by students and teachers were incorporated.

3.8 Reliability of the Instruments

Reliability refers to the consistency with which an instrument measures and produces similar results when it is used, (Cohen and Manion, 1994). Test and Retest, post test and split analysis was conducted to check on stability of performance of the instrument. Maturation of subjects between sessions and influence of memory, which may lead to spuriously high reliability coefficient, was controlled as advised by Cohen & Manion, (1994). The reliability coefficient value was constantly at 0.83. This means the items were highly reliable and sufficiently valid to seek the intended information for the study.

3.9 Data collection Procedure

To collect relevant data for the study, the researcher takes necessary precautions which ensure that the key elements of scientific integrity are upheld that is, the value free approach to research, according to Dunsmuir and Williams (1991). In this study, the questionnaire, as an instrument of data collection, was employed. According to Orodho, (2005), the main precaution to take with the questionnaire is to ensure the literacy levels of the respondents. This aspect was taken care of in view of the fact that all the respondents had an acceptable level of literacy, being Secondary school students and teachers.

After obtaining the necessary introduction from the Woreda Education Officer (WEO), the researcher visited the sample schools and introduced the purpose of the research. With the assistance of the teachers, the questionnaire was administered to the sampled students at one sitting. This was meant to ensure that all respondents submitted their completed questionnaires. It also ensured that the respondents did not compare their responses and probably change, which would otherwise distort the information. As for the teachers, they were left with the questionnaires which were collected two days later. This gave them enough time to make references where necessary, especially concerning recorded and filed data like cases of indiscipline and ESLCE results are analyses. Furthermore, observations and analysis of school behavior records of the students are also made to supplement the data obtained through questionnaire and interview discussion.

3.10   Data Analysis Procedures

Creswell (2009) explains that data analysis refers to the process of inspecting, cleaning, transforming and modeling data with the goal of highlighting useful information, suggesting conclusion and supporting decision making. To analyze the data obtained from primary and secondary sources, the researcher used different data analysis techniques. The technique was based on the nature of the collected data and the research questionnaires. The questionnaires were analyzed quantitatively using frequency count and percents; and inferential statistics in form of regression analysis. Statistical Package for the Social Sciences (SPSS) software was used

in the analysis. The interview and documents were conducted qualitatively in narrative form by reviewing the notes, describing, interpreting and reflecting. It involved word argumentation than numerical explanations. The researcher crosschecked and analyzed data from different sources in order to triangulate findings. Finally, conclusions and possible solutions were suggested based on the findings

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the description of the sample population, analysis and interpretation of the data based on the information obtained through the questionnaires, interviews and document analysis. It consists of two parts. The first part is concerned with the description of demographic data of respondents whereas; the second part deals with the analysis and interpretation of the data. The objective of this study was to investigate the impact of student's indiscipline on their academic performance in secondary schools of Kaffa zone. Teachers and students responded to closed-ended and open ended questionnaire items. The closed-ended items across sub-categories were computed and analyzed using percentage, mean scores and standard deviation. Percentage was utilized for easy presentation and for comparison of the degree of the prevailing the impact of student's indiscipline. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from (strongly agree = 5, agree = 4, undecided = 3, disagree = 2 & strongly disagree = 1). Besides, data from interviews, and document analysis were triangulated to validate the findings.

Mean scores were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows:- with a mean value of 1_1.49 as strongly disagree, 1.50_2.49 as disagree, 2.50_3.49 as undecided/, 3.50_4.49 as agree, and 4.50_5.00 as strongly agree impact of student's indiscipline. As the researcher mentioned earlier, among various data collecting instruments; questionnaire, semi-structured interview and document review were used to collect relevant information for this study. Thus a total of 102 questionnaires containing 39 items and 118 questionnaires containing 39 items were distributed to secondary school teachers and students respectively. All of them were properly filled and returned from 102 teachers and 118 students. The personal background (profile) of respondents as well as the overall results of the analysis of the issue under investigation is presented clearly here under the following.

4.2 Demographic Data of Respondents

The demographic profile provides information about the population structure, and helps to create a mental picture of the subgroups that exist in the overall population. Demographic information from the study subjects was obtained to understand the sample characteristics and to determine if samples are representative of the populations of interest (Kirton, 2000). Although demographic variables cannot be manipulated, the study can explain relationships between them and dependent variables. The study investigated the respondents' characteristics by establishing their gender, age, academic qualification and experience. Table 4.2 data reveals how the study subjects were distributed by gender.

Table 4.2: Gender Distribution of Respondents

No	Category of respondent	Male		Female		Total	
		Frequency	%	Frequency	%	frequency	%
1	Supervisors	6	100	-	-	6	100
2	Principals (vice principals)	8	66.67	4	33.33	12	100
3	Teachers	62	60.8	40	39.2	102	100
4	Grade 10 students	54	45.8	64	54.2	118	100
Total		**130**	54.6	**108**	45.4	**238**	100

As indicated in the table 4.2 of item 1, majority 6 (100%) of supervisors are male. As shown in table 4.2 of item 2, 4(33.33%) principals and vice principals were females and 8(66.67%) principals and vice principals were males .Majority of teachers are also male that is 62(60.8%) and females teacher respondents were 40(39.2%). When we came to students the majority 64(54.2%) numbers are girls compared to number of boys 54(45.8%).

4.3 Findings from the Pupils

This section focuses on presenting data collection, analysis and interpretation. The data was collected through the use of questionnaires, interview and document analysis. The findings which found through questionnaires will be presented thematically with the themes developed from the research questions and presented using qualitative data on tables and bar graphs. And

also information obtained through interview and documents were qualitatively interpreted for triangulation. The themes are common types of students' indiscipline shown in secondary schools, the possible causes of students' indiscipline, the relationship between students discipline and their academic performance, the possible strategies for improving discipline in order to improve academic performance in day secondary schools

4.3.1   Common types of students' indiscipline occur in secondary schools

There are various types students' indiscipline in secondary schools which includes absenteeism, fighting, cheating in exam, bullying, drag abuse, vandalism and drinking are among them. In order to identify the nature of indiscipline among the students, the researcher asked them the question, "What are the common types of indiscipline do you have in your school?" Their responses are presented and analyzed below. To this end, mean, standard deviation and t-test were employed to analyze the quantitative data for the combined value of the respondents of (teachers and students). The Likert scales employed were: 5= strongly agree, 4= Agree, 3= undecided, 2= Disagree and 1= strongly disagree.

Table 4.3: Common types of students' indiscipline occur in secondary schools

No	Items	Respondents	N	M	SD	t-value	p-value
1	Cheating in exam	Teachers	102	4.32	0.65	-0.90	0.84
		Students	118	3.95	0.81		
2	High rate of absenteeism	Teachers	102	4.18	0.668	-0.79	0.62
		Students	118	4.25	0.75		
3	Disturbing in the classroom and luck interest doing tasks	Teachers	102	4.52	0.74	0.89	1.01
		Students	118	4.11	0.78		
4	Late coming and Leaving class early	Teachers	102	4.04	0.88	2.55	0.09
		Students	118	3.52	0.84		
5	Bulling and harassment	Teachers	102	3.97	0.95	-0.92	0.35
		Students	118	4.11	0.80		
6	Not bringing books	Teachers	102	3.70	0.90	0.78	0.29
		Students	118	3.89	0.83		
7	Addiction with chat, drug and alcohols	Teachers	102	1.96	0.77	-0.72	0.47
		Students	118	2.09	0.73		
8	Stealing property	Teachers	102	2.40	0.95	-0.23	0.74
		Students	118	2.46	0.83		
9	Fighting and Vandalism	Teachers	102	3.97	1.00	1.64	0.31
		Students	118	4.17	0.77		
10	Failure to do homework	Teachers	102	3.96	1.00	12.1	0.85
		Students	118	3.53	0.77		

As indicated in Table 4.3 of item 1, participants were asked to rate their agreement level regarding about cheating in exam, teachers had a mean value of (M= 4.32, SD= 0.65) were agree and that of students mean value of (M= 3.95, SD= 0.81 respectively have agreed. Comparing the two deviations, the mean deviation of that of teachers showed lesser range than students implying teachers were more reliable with their response than students. Moreover, to check

whether there is significant difference between with their response, t-test was computed. Therefore, as the computed independent sample; t-value= -0.90 and P-value= 0.84, indicated, there is no significant difference in the response of teachers and students at $p = 0.05$ confidence level. This indicates that cheating in examination is main problems that constrain a healthy teaching and learning in secondary schools of Kaffa zone.

> *In supporting the above idea, Interviewer-1 states that cheating on examination is one of the indiscipline problems faced in the school. From two consecutives semester documents, it is confirmed that cheating on examination is major problems of the student's indiscipline in the selected secondary schools of Kaffa zone.*

As can be seen from item 2 of table 4.3 respondents replied with the mean ratings teachers (M = 4.18, SD= 0.66) and students (M= 4.25, SD= 0.75) that agreed respectively absenteeism is one of the common problems in secondary schools of Kafa Zone. It was also found that there is no statistically significant difference between teachers and students, t = -0.79, p=.0.62) on high rate of absenteeism in secondary schools of Kafa zone. These shows that high rate of absenteeism was one of the main disciplinary problems in secondary schools of Kaffa zone. Pagar, (1994) stated that factors for the student absenteeism within or out the school building are peer influence, teacher methods of teaching, engaging in labor to earn money, security among others and loss of facilities.

> *In supporting the above idea, Interviewer-2 said that majority of the students were absent from the class repeatedly. The document review confirmed student's absenteeism is the common problems.*

As shown in item 3 of table 4.3, participants were asked to rate their level of agreement about disturbing in the classroom and luck interest doing tasks. Accordingly, teachers had mean value of (M= 4.52 and SD 0.89) while students had mean value of (M= 4.11 and SD=1.01). Comparing the two mean deviations, the mean deviation of students showed wide range than that of teacher responses, implying that teachers were more consistent in their response. Moreover, the t-value = 0.13 and p-value = 0.60, indicates that, there is no a significant difference in the response of teachers and students at $p = 0.05$ confidence level. This implies that class room disturbance and luck of interest doing tasks were disciplinary problem in secondary schools of Kaffa zone.

31

In supporting the above idea, Interviewer-3 states majority of students were disturbing in the classroom and lack of interest doing tasks like class work, home work, group work and co-curricular activities.

Regarding to table 4.3 of item 4, 5 and 6, late coming and leaving class early, bulling and harassment and not bringing books respectively, the mean scores of teachers were found to be (M= 4.04, SD=0.88), M= 3.97, SD= 0.95) and M= 3.70, (SD= 0.9) were respectively agreed. Likewise the mean scores of students for these items were seen as (M= 3.52, SD= 0.84), M= 4.11, SD= 0.80) and M= 3.89, SD=0.83) were correspondingly. Comparing their mean deviation, the mean deviation of students was found to be with lesser range than teachers implying that, students were more reliable than teachers. In effect the activities like late coming and leaving class early, bulling and harassment and not bringing books were the students in-disciplinary in secondary schools of Kaffa zone. The computed t-value = 2.55, -0.92 and 0.78 and p-value= 0.09, 0.35 and 0.29 witnesses that there is no significant differences within the responses of teachers and students respondents. This shows late coming and leaving class early, bulling and harassment and not bringing books were almost a common problem in secondary schools of Kaffa zone. For this reason teachers always complain and suspend students from the classroom particularly, English and Mathematics teachers because they always enter to class. Principals also responded that late coming and leaving class early, bulling and harassment and not bringing books were common major problems of most students in secondary schools of Kaffa zone. So, late coming and leaving class early, bulling and harassment and not bringing books in the classroom is behavioral problem that is sometimes noted among the students of the schools.

In supporting the above idea, Interviewer-4 said that in our school the major cases for student's indiscipline are late coming and leaving class early, bulling and harassment and not bringing books due to this there were disagreement between the teachers and students. The document review confirmed that majority of students were documented on late comer attendance and documented on attendance of not bringing books.

As we can see from the table 4.3 of items 7 and 8, respondents were asked to rate their agreement level about addiction with chat, drug and alcohol and stealing property respectively, the mean value of teachers was (M= 1.96, SD= 0.77, M= 2.09, SD= 0.73) and students mean value was (M= 2.40, SD= 0.95, M= 2.46, SD= 0.83) were disagreed the issues. Comparing the

two deviations, the mean deviation of teachers were less range than students, implying that teachers were more reliable than students. As the calculated t-value= -0.73, -0.23 and p-value= 0.47, 0.74 witnessed that there is no significant difference in the responses of the two groups at p= 0.05 confidence level. This indicates that these kinds of disciplinary problems are not seen at large in secondary schools of Kaffa zone.

> *In supporting the above idea, Interviewer-5 said that in the school we could not seen addicted students with chat, drug and alcohol and there were no students stealing school and community property.*

As can be seen from the table 4.3 of items 9 and 10, respondents replied with the mean ratings teachers (M= 3.97, SD= 1.00 and M= 3.96, SD= 1.00)   and students (M= 4.17, SD= 0.77 and M= 3.53, SD= 0.77) that fighting and vandalism and failure to do homework in secondary schools of Kaffa zone. Comparing their mean deviation, the mean deviation of students was found to be with lesser range than teachers implying that, students were more reliable than teachers. The computed t-value= 1.64 and 12.1 and p-value= 0.31 and 0.85 witnesses that there is no significant differences within the responses of teachers and students respondents. This indicates that there were fighting and vandalism and failure to do homework in secondary schools of Kaffa zone.

> *In supporting the above idea, Interviewer-6 states that some students fighting with each other, writing unwanted sayings on blackboard, school wall, school door and window, most students unwilling to do home work and class work and unwilling to write note given by their teachers.*

4.3.2   Causes of students' Indiscipline in Secondary Schools

The causes of indiscipline acts were investigated from the home and school point of views. Respondents were asked to indicate home and school factors that contributed to indiscipline behaviors. Home and School related courses presented by the respondents are summarized in Table 4.4 and 4.5 separately.

33

Table 4.4 Home-related causes for students' indiscipline

No	Items	Respondents	N	M	SD	t-value	p-value
1	Broken homes	Teachers	102	3.97	0.95	-0.15	0.87
		Students	118	4.61	0.80		
2	Watching unmonitored TV/ social media	Teachers	102	3.70	0.90	0.78	0.29
		Students	118	3.89	0.83		
3	Poor-house hold in came	Teachers	102	3.70	1.14	0.71	0.96
		Students	118	3.71	0.89		
4	Parental neglect	Teachers	102	4.04	0.88	2.55	0.08
		Students	118	3.52	0.84		
5	Lack of role model in community	Teachers	102	3.83	0.89	-1.75	0.45
		Students	118	3.96	0.69		

The table 4.4 shows views of the participants regarding home-related causes for students' indiscipline. In item 1, the teachers had a mean value of (M= 3.97, SD= 0.95) were agree and the same as that of students gave the mean value of (M= 4.61, SD= 0.80) were strongly agree. Comparing their mean deviations, the mean deviation of that of students showed with lesser range than teachers, implying students were more reliable with their response than teachers. As the calculated t-value= -0.15 and p-value= 0.87 witnessed that there is no significant difference in the responses of the two groups at $p= 0.05$ confidence level. This implies that a student who comes from broken homes or divorced family mostly lead to indiscipline behaviors. These findings support Ndamani, (2008) who argues that all students are more likely to experience academic success if their home environment is supportive.

> *In supporting the above idea, Interviewer-7 said that the students who comes from broken house or divorced family mostly lead to behavioral disorder due to lack of support.*

As shown in item 2 of table 4.4, participants were asked to rate their level of agreement about watching unmonitored TV/ social media. Accordingly, teachers (M= 3.70, SD= 0.90) and students (M= 3.89, SD= 0.83) were agreed. Comparing the two mean deviations, the mean deviation of teachers showed wide range than that of student's responses, implying that teachers were more consistent in their response. Moreover, the t = 0.78 and p-value= 0.29 indicates that, there is no a significant difference in the response of teachers and students at p= 0.05 confidence level. This indicates that social and mass media could be the cause for students' indiscipline in secondary schools of Kaffa Zone. It also supported by interview results.

> *In supporting the above idea, Interviewer-7 states that most of students were watching unmonitored TV / social media like face book, telegram and different films. Due to this most students were indiscipline in school compound.*

As can be seen from item 3 of table 4.4 respondents replied with the mean ratings teachers (M= 3.70, SD= 1.14) and students (M=3.71, SD= 0.89) that indiscipline in school was caused by low household income environment in secondary schools of Kaffa Zone. Comparing the two mean deviations, the mean deviation of students showed lesser range than that of teacher's responses, implying that students were more consistent in their response. It was also found that there is no statistically significant difference between teachers and students, t = 2.55, p=.0.08) on poor-house hold in came in secondary schools of Kaffa zone.

> *In supporting the above idea, Interviewer-8 states that the causes for student's indiscipline are low household income environment. The document review confirmed most of documented students on indiscipline attendance were low household income environment.*

With regards to item 4 in the table 4.4, teachers had the mean value of (M= 4.04, SD=0.88) were agreed about parental neglect and the students had the mean value of (M= 3.52, SD= 0.84) were agreed about the issue. Comparing the two mean deviations, the mean deviations of both groups were fall on the same range indicating both respondents low on the premise. As the t- value= -1.06 and p- value= 0.29 claimed that there is no significant difference the responses of the respondents at p= 0.05 confidence level. This implies that the parental neglect is the cause of students' indiscipline, a factor that pointed towards low parental supervision in secondary

schools of Kaffa zone. This, according to them, exposed students to external influences like drugs and alcohol, which corrupted the students' minds, leading to indiscipline. This would appear to be in agreement with the position adopted by Awiti, (2009), who says: Parents no longer supervise their children sufficiently, and are not usually present to inculcate acceptable moral behavior to their children.

In sustaining the above idea, Interviewer-9 said that most indiscipline students were parental neglect. Due to parental neglecting the students were disciplinary problem.

As can be seen from item 5 of table 4.4 respondents replied with the mean ratings teachers (M= 3.83, SD= 0.89) and students (M=3.96, SD= 0.69) that lack of role model in community in secondary schools of Kaffa Zone. Comparing the mean deviations, the mean deviations of students showed lesser range than teachers, leading that students were more reliable in their response than that of teachers. Moreover, the result of t = -0.75, p-value= 0.45, indicates that, there is no a significant difference in the response of teachers and principals at p= 0.05 confidence level. In result there were lacks of role model in community in secondary schools of Kaffa zone. It indicates that the indiscipline will be caused lack of role model by these findings supports Okumbe (1985) that the students are exposed to models in the society. They read thrilling stories, watch violence on television and even in real life situations. There are so many indiscipline acts that students are imitating and therefore they have learnt from the society around them lack of good role model.

In supporting the above idea, Interviewer-9 said that majority of community lack of role model for their students. Due to this most students not show good ethics for their teachers and school community.

Table 4.5 School-related causes for students' indiscipline

No	Items	Respondents	N	M	SD	t-value	p-value
1	Harsh school rules and regulations	Teachers	102	1.92	0.92	-0.15	0.87
		Students	118	1.96	0.76		
2	Lack of awareness about the rule & regulation in the schools	Teachers	102	3.93	0.87	0.20	0.42
		Students	118	4.07	0.85		
3	Dislike of certain subject	Teachers	102	1.85	0.85	0.80	0.42
		Students	118	1.70	0.63		
4	Large class size	Teachers	102	4.14	0.98	2.45	0.18
		Students	118	3.52	0.84		
5	Peer pressure	Teachers	102	3.81	0.93	-0.88	0.89
		Students	118	3.79	0.78		
6	Shortage of teachers and learning materials	Teachers	102	3.74	0.97	-0.48	0.81
		Students	118	3.79	0.87		
7	Poor performance in exam	Teachers	102	1.96	0.77	-0.72	0.47
		Students	118	2.09	0.73		
8	Poor teacher- students or pupil relationship	Teachers	102	2.38	0.99	0.18	0.12
		Students	118	2.07	0.76		
9	Lack of support services like guidance and counseling	Teachers	102	3.97	1.00	0.91	0.36
		Students	118	4.17	0.77		
10	Lack of professional ethics and personality	Teachers	102	2.46	1.02	0.39	0.24
		Students	118	2.21	0.87		

As described in table 4.5 of item 1, respondents were asked to rate about harsh school rules and regulations, teachers (M = 1.92, SD = 0.92) and students (M= 1.96, SD= 0.76) were disagreed. Comparing the two deviations, the mean deviation of that of students showed lesser range than teachers implying students were more consistent with their response than teachers. It was also found that there is no statistically significant difference between teachers and school leaders, t = -0.15, p =.0.87) on harsh school rules and regulations in secondary schools of Kaffa zone. This indicates that students did not harsh school rules and regulations in secondary schools of Kaffa zone. This agrees with the statement by Chaplain (2003) who observed that the goal pursued with rules for the classroom and the whole school leads to a safe environment and good working relationship. Rules should be clear, achievable and be subject to the school policy and government regulations.

> *In supporting the above idea, Interviewer-10 said that there are no harsh school rules and regulations. This means the school rules and regulations were good for students to respect.*

As can be seen from item 2 of table 4.5, participants were requested to indicate whether lack of awareness about the rule & regulation in the schools or not, teachers (M= 3.93, SD= 0.87) and students (M= 4.07, SD = 0.87) were agreed. Moreover the mean deviations of the two groups were fall in the same range. To check whether there is statistically significant difference between with their response, t-test was computed. It was also found that there is no statistically significant difference between teachers and school leaders; t = 0.20, p= 0.42) on lack of awareness creation about the rules & regulations in secondary schools of Kaffa zone. Hence, one can conclude that absence awareness creation on school rules and regulations was one of the causes of students' indiscipline in secondary schools of Kaffa zone.

> *As confirmed from the interview held with Interviewer-11 responded that though school leaders were striving to put their effort on providing a great motivation for teachers at the school, but due to lack of materials and resources school leaders were not motivate teachers based on their performance appraisal.*

With respect to table 4.5 of item 3, respondents were asked to rate their agreement level about dislike of certain subject, the teachers (M= 1.85, SD= 0.85) while that of students (M= 1.70, SD=

0.63) were disagreed about dislike of certain subject. Comparing the two deviations, the mean deviation of that of students showed lesser range than teachers implying students were more consistent with their response than teachers. Moreover, to check whether there is significant difference between with their response, t-test was computed. It was also found that there is no statistically significant difference between teachers and students; t = 0.80, P-value= 0.42) on dislike of certain subject in secondary schools of Kaffa zone. This implies significant numbers of respondents belief dislike of certain subject is not one of the major cause of indiscipline in secondary schools of Kaffa zone.

Regarding to table 4.5 of item 4, respondents replied with the mean ratings on large class size, the teachers (M= 4.14, SD= 0.98) while that of students (M= 3.52, SD= 0.84) were agreed. Comparing the two deviations, the mean deviation of that of students showed lesser range than teachers implying students were more consistent with their response than teachers. Moreover, to check whether there is significant difference between with their response, t-test was computed. It was also found that there is no statistically significant difference between teachers and school leaders; t = 2.45, P-value= 0.18) on large class size in secondary schools of Kaffa zone. This implies that overcrowded classes are difficult to a healthy student teacher relation.

> *As confirmed from the interview held with Interviewer-12 responded that large class size is the cause for student's indiscipline in the school. The document review confirmed that the students in one are about 65-70.*

As can be seen from item 5 of table 4.5 respondents replied with the mean ratings regarding peer pressure, teachers (M= 3.81, SD= 0.93) and (M= 3.79, SD= 0.78) were agreed Comparing the two deviations, the mean deviation of that of teachers showed wider range than students implying students were more consistent with their response than teachers. It was also found that there is no statistically significant difference between teachers and school leaders, t = -0.88 and p-value= 0.89 on peer pressure. This indicates that peer pressure is one of the causes of student's indiscipline in secondary schools of Kaffa zone. This is in agreement to Cowley (2001) who argued that peer pressure among learners is a strong factor in the disruptive behavior of learners. In the classroom the learner who can manage to make the whole class laugh at the teacher gains a great deal of status within the group.

With regards to item 6 in the table 4.5, respondents were asked to rate their agreement level about shortage of teachers and learning materials, teachers had the mean value of (M= 3.74, SD= 0.97) disagreed and the school leaders had the mean value of (M= 3.97, SD= 0.87) were agreed respectively. Comparing their mean deviations, the mean deviations of that of students showed with lesser range than students implying students were more reliable with their response than teachers. As the t- value= -48 and p- value= 0.81 claimed that there is no significant difference the responses of the respondents at $p = 0.05$ confidence level. This reveals that there is a shortage of teachers and learning materials will leads to indiscipline among students in secondary schools of Kaffa zone. Alexander and Carla (1995) recommend that schools that are smaller and whose curriculum is easy to adjust may contain programmers aimed at changing perpetrators or aimed at prevention of disciplinary problem.

> *As confirmed from the interview held with Interviewer-12 responded that there were shortage of teachers in each subject and absence of learning materials (student text books) in the school.*

Regarding to item 7 in table 4.5, respondents were asked to rate their agreement level about poor performance in examination, teachers (M= 1.96, SD= 0.97) while that of students (M= 2.09, SD= 0.73) were disagreed on poor performance in examination. Comparing the two deviations, the mean deviation of that of students showed lesser range than teachers implying students were more consistent with their response than teachers. To check whether there is statistically significant difference between with their response, t-test was computed. It was also found that there is no statistically significant difference between teachers and school leaders; t= -0.72, p= 0.47) on poor performance in examination. This implies that examination fear to fail was not the major cause to student's indiscipline in secondary schools of Kaffa zone.

> *In supporting the above idea, Interviewer-13 states that students who have discipline problem could not have poor performance in examination. This means student's indiscipline could not affect their academic performance.*

As it was shown in the responses to item 8 of table 4.5 respondents replied with the mean ratings teachers (M= 2.38, SD= 0.99) were disagree about poor teacher-students or pupil relationship. Likewise students (M= 2.07, SD= 0.76) correspondingly were disagree. Comparing their mean

deviation, the mean deviation students were found to be with lesser range than teachers implying that, students were more reliable than teachers. It was also found that there is no statistically significant difference between teachers and school leaders t = 0.18 and p-value= 0.12 on poor teacher-students or pupil relationship in secondary schools of Kaffa zone. This implies that there were good teacher-students or pupil relationship in secondary schools of Kaffa zone. Although, relationship has strong effect on children's attitude toward school and themselves, the quite consistent is that the teacher has on students' the strongest and most direct effect psychological experience in the classroom. Influence the students' emotion. This indicates that teachers directly of belonging through interpersonal support, autonomy support and method of instruction that support positive interaction with peers.

> *As confirmed from the interview held with Interviewer-14 responded that the relationship between teachers and students were good in the school. That means there were positive relationship between teachers and pupil's.*

As we can see from the table 4.5 of item 9, respondents were asked to rate their agreement level of mean ratings about lack of support services like guiding and counseling teachers (M= 3.97, SD= 1.00) and students (M= 4.17, SD= 0.77) were agreed on the issue that lack of support services like guiding and counseling. Comparing their mean deviation, the mean deviation teachers were found to be with wider range than students implying that, students were more reliable than teachers. It was also found that there is no statistically significant difference between teachers and school leaders t = 0.91 and p-value= 0.36 on lack of support services like guiding and counseling in secondary schools of Kaffa zone. This indicates that lack of support services like guiding and counseling were the causes of student's in-discipline in secondary schools of Kaffa zone.

> *At the same time as confirmed from the interview held with Interviewer-15 responded that there lack of support services like guiding and counseling in the schools; Because, there is no guiding and counseling teacher in the school.*

As depicted in table 4.5 of item 10, participants were asked to rate their level of agreement of mean ratings about lack of professional ethics and personality teachers (M= 2.46, SD= 1.02) and students (M= 2.21, SD= 0.87) were disagreed about lack of professional ethics and personality.

Comparing their mean deviation, the mean deviation teachers were found to be with lesser range than teachers implying that, students were more reliable than teachers. It was also found that there is no statistically significant difference between teachers and school leaders t = 0.39 and p-value= 0.24 on lack of professional ethics and personality in secondary schools of Kaffa zone. This implies that one the cause of students' indiscipline were not lack of professional ethics and personality on the behalf of educators in secondary schools of Kaffa zone.

> *In supporting the above idea, Interviewer-16 states that there were good professional ethics and personality in the school.*

4.3.3. Relationship between Students' Discipline and their Academic Performance

The third study objective sought to establish the relationship between students discipline and their academic performance. According to Ovell and Suaning (2001), discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. The students and teachers were asked to give their views on the relationship between discipline and academic performance. The data elicited is shown in the table 4.6 below.

Table 4.6: Relationship between Students' Discipline and their Academic Performance

No	Items	Respondents	N	M	SD	t-value	p-value
1	Discipline in schools is essential for good learning	Teachers	102	3.92	0.96	1.53	0.81
		Students	118	3.96	0.88		
2	Discipline is essential for good teacher relationship	Teachers	102	4.67	1.25	0.38	0.70
		Students	118	4.11	0.78		
3	Student indiscipline affects their academic performance	Teachers	102	3.98	1.02	1.17	0.43
		Students	118	3.82	0.77		
4	Indiscipline students in your school perform well in exams	Teachers	102	3.99	0.98	2.05	0.11
		Students	118	3.52	0.84		
5	Indiscipline students study well in classes	Teachers	102	2.40	0.95	-0.92	0.35
		Students	118	2.46	0.83		
6	Indiscipline students bring a conducive learning environment in schools	Teachers	102	1.88	0.84	0.06	0.94
		Students	118	1.87	0.62		
7	Indiscipline students relate well with teachers	Teachers	102	1.96	0.77	-0.82	0.57
		Students	118	2.09	0.73		
8	Indiscipline students have ample reading time	Teachers	102	2.46	1.02	-0.39	0.24
		Students	118	2.21	0.87		

The results on the table 4.6 above indicate definite trends regarding the respondents' impression of the role of discipline on the students' academic performance. In item 1, the study established that discipline is essential for good learning in schools and hence good academic performance. This was illustrated by the teachers mean (M= 3.92, SD= 0.96) and students mean (M= 3.96,

SD= 0.88) were agreed about discipline in schools is essential for good learning. Comparing their mean deviation, the mean deviation students were found to be with lesser range than teachers implying that, students were more reliable than teachers. It was also found that there is no statistically significant difference between teachers and school leaders t = 1.53 and p-value = 0.81 on discipline in schools is essential for good learning in secondary schools of Kaffa zone. Therefore, one can deduce that discipline in schools is essential for good learning in secondary schools of Kaffa zone. In relation to this Wayson and Pinnell (1994) that good discipline helps to develop desirable student behavior. If a school has effective discipline, the academic performance will be good.

> *As confirmed from the interview held with Interviewer-17 responded that good discipline is essential for good learning. If the students have good discipline the school achieves its goal. Because all students were focuses on their learning.*

With regards to item 2 in table 4.6, discipline being essential for good student teacher relationship, teachers had mean value of (M= 4.67, SD= 1.25) strongly agreed about discipline being essential for good student teacher relationship and students had mean value of (M= 4.11, SD= 0.78) were agreed that discipline is essential for good student-teacher relationship which in turn leads to good academic results. Comparing the two mean deviations, the mean deviation of teachers showed wider range than that of student's responses, implying that students were more consistent in their response. Moreover, the t-value= 0.38 and p-value= 0.70, indicates that, there is no a significant difference in the response of teachers and students at $p = 0.05$ confidence level. This is because indiscipline pushes a wedge between the teacher and the student and this goes along with the findings of Akala (2002) that students and teachers in schools affected by disturbance find it difficult to restore working relationship after the disturbance. This implies that good discipline being essential for good student-teacher relationship in secondary schools of Kaffa zone.

> *As confirmed from the interview held with Interviewer-18 responded that good discipline being essential for good student-teacher relationship in the school.*

As seen from the table 4.6 of item 3, respondents were asked to rate their level of agreement about student indiscipline affects their academic performance, teachers (M= 3.98, SD= 1.02) and

students (M= 3.82, SD= 0.77) were respectively agreed. This indicates indiscipline has a major impact on performance of students. Comparing the mean deviations, the mean deviations of students showed lesser range than teachers, leading that students were more reliable in their response than that of teachers. In result student indiscipline affects their academic performance. Moreover, the result of t-value= 1.17 and p-value = 0.43, indicates that, there is no a significant difference in the response of teachers and school leaders at $p = 0.05$ confidence level. This implies that student indiscipline affects their academic performance in secondary schools of Kaffa zone.

In supporting the above idea, Interviewer-1 confirmed that student's academic performance was affected by student's indiscipline in the school.

The study further establishes that in table 4.6 of item 4, respondents replied with the mean ratings about indiscipline students in your school perform well in exams, teachers (M= 3.99, SD= 2.05 and students (M= 3.52, SD= 0.84) were agreed respectively about indiscipline students in your school perform well in exams in secondary schools of Kaffa zone. Comparing the mean deviations, the mean deviations of teachers showed wider range than students, leading that students were more reliable in their response than that of teachers. The computed t- value = 2.05, &, p-value= 0.11, indicates that, there is no significant difference in the response of the two groups at $p = 0.05$ confidence level. This shows that an indiscipline student has high chance of cheating in examination in secondary schools of Kaffa zone.

In supporting the above idea, the Interviewer-2 said that school principals and supervisors this is due to many reasons like poor management, administration in examination but main factor of cheating. Document analysis result also indicates that in recent years significant number of students with disciplinary problem has been scored good result in national examination.

Regarding to table 4.6 of item 5, respondents were asked to rate their agreement level about indiscipline students study well in classes, teachers had mean value of (M= 2.40, SD= 0.95) and students had mean value of (M= 2.46, SD= 0.83) were respectively disagreed about indiscipline students study well in classes. Comparing the mean deviations, the mean deviations of students showed lesser range than teachers, leading that students were more reliable in their response than

that of teachers. Moreover, the computed independent sample t-value = -0.92 and p-value = 0.35, indicates that, there is no significant difference in the response of teachers and students at p = 0.05 confidence level. This implies that indiscipline students hardly to focus in learning and study in the classes in secondary schools of Kaffa zone.

> *In supporting the above idea, the Interviewer-3 said that indiscipline students did not study well in classes.*

As can be seen from item 6 of table 4.6, respondents replied with the mean ratings teachers (M= 1.88, SD= 0.84) and school leaders (M= 1.87, SD= 0.62) that indiscipline students did not bring a conducive learning environment in secondary schools of Kaffa Zone. Comparing their mean deviations, the mean deviations of that of students showed with lesser range than teachers implying students were more reliable with their response than teachers. It was also found that there is no statistically significant difference between teachers and principals t-test of t = 0.06 and p-value= 0.94) on indiscipline students bring a conducive learning environment in secondary schools of Kaffa Zone. This agrees with the statement by Ovell and Suaning (2001) who noted that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. This then leads to poor grades in the examinations.

> *In supporting the above idea, the Interviewer-4 said that indiscipline students; did not bring conducive learning environment. Because school teachers and administrators focus for solving the students who have discipline problem.*

As depicted in the table 4.6 of item 7, respondents replied with the mean ratings teachers (M= 1.96, SD= 0.77) and students (M= 2.09, SD= 0.73) that indiscipline students did not relate well with teachers. Comparing their mean deviation, the mean deviation of both respondents was fall in the same range. It was also found that there is no statistically significant difference between teachers and principals t = -0.82, P= 0.57) on indiscipline students relate well with teachers in secondary schools of Kafa zone. Hence, one can wind up that indiscipline students did not relate well with teachers in secondary schools of Kaffa zone. This is in line with Griffin (1994) that most people equate falling academic standards in schools to low standards of students' discipline.

As can be seen from item 8 of table 4.6, respondents replied with the mean ratings teachers (M= 2.46, SD= 1.02) and students (M= 2.21, SD= 0.87) were disagreed on indiscipline students have ample reading time in secondary schools of Kaffa zone. Comparing their mean deviation, the mean deviation of students was found to be with lesser range than teachers implying that, students were more reliable than teachers. It was also found that there is no statistically significant difference between teachers and school leaders t = -0.39 and p-value = 0.24) on indiscipline students have ample reading time in secondary schools of Kaffa zone. This indicates that indiscipline students did not have enough reading time. The little reading time of indiscipline students will have negative effect on their academic performance.

> *In supporting the above idea, the Interviewer-5 said that indiscipline students have not enough reading time.*

4.3.4. Impact Indiscipline on Students Education Performance

The opposing views of students and teachers on responsibility not withstanding, it was found that both categories were in total agreement that good performance in educational activities,including performance in examinations, directly hinged on discipline. The views expressed by therespondents, as well as the analysis of the sample schools" results, confirmed Griffin"s (1996) and Bakhda's (2004) opinions that good discipline brings good results in every filed of school endeavours. Bakhda, (2004:70) affirms it this way, What he does not say, but is equally true, is that good discipline is expected from all members of a community if any success is to berecordedin their activities. This is not only in terms of examination performance, but in all measurable activities that constitute educational performance. Teachers and support staff must show high levels of discipline, not only to give students a good example, but more to guide them in their own activities that contribute to the educational performance of the school.

The question "Does discipline impact on educational performance?" was posed to the teachers. The respondents who answered positively are shown in table 4.7 below.

Table 4.7: Positive relationship between discipline and educational performance

Greatly (4), Moderately (3), Very little (1)

Respondents	Total	Mean	SD
Teachers	102	4.25	0.67

The above table 4.7 explains that (M= 4.25, 0.67) of teachers indicated that the impact of discipline on performance was very great, implying that total institutional discipline was the key to good educational performance. In other word indiscipline affects students' performance negatively.

The question: "Is there a relationship between indiscipline and poor education performance?" was posed to the students .The respondents who answered positively are shown in table 4.8 below

Table 4.8: Positive relationship between discipline and educational performance

Greatly (4), Moderately (3), Very little (1)

Respondents	Total	Mean	SD
Students	118	4.11	0.78

As shown from the above table 4.8 that the students (M= 4.11, SD= 0.78) agreed greatly that indiscipline and poor academic performance is related positively. This implies that indiscipline students were performing poorly in learning as well as in examination.

Table 4.9 below summarizes schools ESLCE average performance index against indiscipline cases handled by the disciplinary committees

Table 4.9: ESLCE performance index and indiscipline

Year	Average Indiscipline cases	2.00 above (Average Performance)
2007	44	73.9%
2008	43	78.14%
2009	40	81.23%
2010	35	83.42%
2011	28	82.54%

$$r_{xy} = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \sum(y_i - \bar{y})^2}}$$

The sample schools posted average performance indices for the years as indicated above. The analysis found that the higher the indiscipline cases, the lower the performance index. The year 2007, with the highest indiscipline cases, had the lowest performance index. In contrast the year 2011, with the lowest indiscipline cases, had the highest average performance index. The total average indiscipline cases also matched the total average performance index, with figures very close to the year 2009 when both indiscipline cases and performance index were at a median. Performance in examinations, as a measure of educational performance can therefore be seen as directly related to discipline.

4.3.5. Possible Strategies that can be used to Combat Indiscipline

The study sought to establish what the respondents think could be the practical solutions to the identified indiscipline in schools problem. Teachers were asked to indicate the extent, to which

they strongly agreed, agreed, disagree or strongly disagreed with the view that the given possible strategies can combat indiscipline at school. Their responses are as shown in table 4.10 below.

Table 4.10: Possible Strategies for improving discipline

Strongly agree (SA) = 4, Agree (A)= 3, Disagree(D)= 2, Strongly disagree(SD)= 1

No	Items	Respondents	N	M	SD
1	Mentorship and guidance	Teachers	102	3.96	1.00
2	Suspension & Detention for short time	Teachers	102	3.62	1.30
3	Public confession	Teachers	102	4.02	0.97
4	Motivation	Teachers	102	4.04	0.88
5	Effective instruction	Teachers	102	4.32	0.65
6	Parental involvement	Teachers	102	3.95	0.81

In above table 4.10 of item 1, respondents were asked to rate their agreement level about mentorship and guidance, teachers had mean value of (M= 3.96, SD= 1.00) were agreed about mentorship and guidance can be one of the strategy to combat indiscipline. This indicates that mentorship is an essential tool to reduce indiscipline cases in secondary schools of Kaffa zone.

As can be seen from item 2 of table 4.10 respondents replied with the mean ratings teachers (M= 3.62, SD= 1.30) that there were suspension & detention for short time in secondary schools of Kaffa Zone. Dadisman et al (1990) that after-school detention and revocation of privileges like recess approaches are more enlightened and constructive than beating. This implies that suspending students temporarily and permanently can be used to reduce students' indiscipline in secondary schools of Kaffa Zone.

As can be shown from item 3 of table 4.10 respondents were asked to rate their agreement level about public confession, teachers had mean value of (M= 4.02, SD= 0.97) were agreed about

public confession. This indicates public confession is an important tool to combat in discipline cases in secondary schools of Kaffa Zone.

As indicted in the table 4.10 of item 4 respondents replied with the mean ratings teachers (M= 4.04, SD= 0.88) that agreed on motivation. This implies that motivation can be used to minimize the indiscipline students by encouraging them to be discipline and by discouraging bad behaviors in secondary schools of Kaffa Zone.

As depicted in the table 4.10 of item 5 respondents replied with the mean ratings teachers (M= 4.32, SD= 0.65) that agreed about there were effective instruction (good lessons; well prepared lessons) in secondary schools of Kaffa Zone. In line with Eggleton (2001) that effective instruction accompanied by wide effective classroom management strategies and alternative school programmers should form the disciplinary approach in schools. This implies that there were effective instructions in secondary schools of Kaffa Zone

As can be seen from item 6 of table 4.10 respondents replied with the mean ratings teachers (M= 3.95, SD= 0.81) were agreed about parental involvement in secondary schools of Kaffa Zone. This shows that involvement of parents on students' activity play important role in reducing students' indiscipline in secondary schools of Kaffa Zone. Learners who behave badly at school should receive proper discipline at home. Rossouw (2003) stated that the discipline in most schools originates from the communities rather than from schools. This also related with the interview results without participating parts and the community as large it is impossible to achieve students' discipline.

Other strategies suggested by teachers includes, exposing his /her misbehaving action in front of their classmate, manual work (light to hard work), reduce their examination result, Create good relationship and understand their problems, involving misbehaving students in co-curricular activity clubs etc.

As confirmed from the interview held with Interviewer-6 responded that the ways of controlling students' misbehaviors. The information obtained from respondents included taking advice, formulating rules and informing them to students, giving warnings and suspension and the likes. The principal were also asked about the presentation of the students on a flag ceremony and whether they wear the schools uniform properly or not.

51

They said that there were a number of late comers and deviant and offenders who inappropriately wear schools uniform in three schools.

Similarly, the information obtained from the documents in which misbehaving students for two consecutive semesters were registered show that their numbers are increasing. From the documents, the majority of the corrective measures taken by the schools included corporal punishment, physical labor, giving warning in front of their family, black listing, verbal reprimand and suspensions. This indicates that the schools were dependent more on physical punishments rather than trying to solve the problem though discussion and smooth relationship creating measures.

4.4 Summary

The eradication of indiscipline among learners in secondary schools is depends on the different strategies and disciplinary measures that exist in a school. The chapter revealed that the problem of misconduct needs a thorough investigation to create awareness on how misconduct can be minimized amongst secondary school learners in the area of the study. This chapter analyzed and evaluated the factors that impact negatively on the performance of learners in secondary schools of Kaffa zone. The data collected was presented, analyzed and discussed. In the next chapter, an overview of the study, findings, recommendations, limitations and general conclusion will be presented.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter presents the summary of the study, draws conclusions from the findings and provides recommendations for further studies on the relationship between students' indiscipline and their academic performance. The researcher was directed by four objectives of the study which helped to illustrate the image of the study and its results

5.2 Summary of Major Findings

The purpose of this study was to assess the common students' indiscipline, their causes, how indiscipline impacts their performance and suggests possible strategies to minimize the indiscipline cases in Kaffa zone secondary school. To achieve this purpose, data were collected by using questionnaires from teachers, students, principals, Supervisors and Werda education officials by using interviews and documentary evidence in form of ESLCE results. Principals, supervisors and Werda education officials were chosen for the study by using available sampling techniques whereas Teachers selected by random sampling and students were chosen by using stratified random sampling techniques based on their grade and indiscipline register and class register. Descriptive statistics such as frequency and percentages were applied for the quantitative data analysis and the qualitative data were described and summarized to supplement the quantitative analysis.

The information from teachers, students, principals, supervisors and education officials confirms the existence of disciplinary problems in the three schools. The overall findings of the study are summarized as follows:

i) The common and frequently observed acts of indiscipline behaviors as shown from the results of the study such as high rate of absenteeism, cheating on examination, not bring book in the classroom, bulling and harassment, failure to do home work, distrusting of lessons and lack interest in lesson an late coming and leaving from classes early.

53

ii) The major causes of indiscipline acts in the study area were attributed to the home related, the school related and teachers related factors .From related factors the major are broken homes, social/mass media, low income and poor financial support from parents, parental neglect and parents' inability to meet their children's needs were blamed for the upsurge of indiscipline behaviors among school children

iii) School factors were also found to be part of the current spate of indiscipline in schools. The results of the study show that influence from peers, large class size, lack proper guidance and counseling and unprofessional relation with students and teachers

iv) Teachers were found to contribute to indiscipline acts as a result of their poor attitude to work, persistent absenteeism, and immoral relation among school students

v) The study also revealed the impacts of indiscipline which includes indiscipline in schools is bad for good learning and will affect good teacher-student relationship that student indiscipline affects their academic performance, the indiscipline students do not perform well in examinations. Indiscipline was also found to destroy the school's study environment and also affects the whole school cohesion.

vi) It was found in the study of documents of ESLCE results and indiscipline cases that indiscipline behaviors have a contribution to the poor academic performance of students.

vii) The strategies to minimize and improve students' disciplinary problems in the secondary schools as suggested by the respondents include Motivation, mentoring stakeholders involvement like parents , public, teachers and detention/suspension can play a vital role in combating indiscipline

5.3 Conclusions

The study examined the impact of students' indiscipline on their academic performance of secondary schools in Kaffa Zone. Based on the finding of the study, the following conclusions were drawn. . Discipline is essential for the smooth and harmonized function in the schools. It is also, necessary to maintain effective and efficient teaching environment as learning requires calm and uninterrupted condition. The common indiscipline acts committed by the students in the study area were lateness to school, of absenteeism, cheating on examination, not bring book

in the classroom, bulling and harassment, failure to do home work, disturbing a lessons and lack interest in lesson an late coming and leaving from classes early and examination malpractices were also prevalent in the study area; the causes for student disciplinary problems were identified indiscipline acts in the study area were attributed to the home related, the school related and teachers related factors.

It can also be concluded that indiscipline in schools negatively affects learning, leads to time wastage for both the Indiscipline and disciplined students, affects the teacher-student relationship, and disrupts learning environment and the overall effectiveness of the school and the education system. Indiscipline was also found to lead to poor academic results in schools, to the students causing it and the resultant ripple effect affects the innocent students learning and the overall academic performance.

It was evident that indiscipline behaviors were prevalent in the schools in the study area. No stone should therefore be left unturned in nipping in the bud, the emerging and growing monster called indiscipline in our schools and the society in general. Indiscipline does not lead to proper and successful educational development and learning of students. Indiscipline affects the emotional development of the children; expose them to social vices and deviant behavior which are negative core values that militate against students' performance and lead to subsequent school drop-out. Parents, teachers and the society as a whole are expected to corporate and help to reduce incidence of indiscipline behaviors among students so as to give them stable mind to learn in order to perform well academically

5.4 Recommendations

The study found that schools had experienced different indiscipline problems that tended to interfere with their educational programmers. When programmers were interfered with, educational output was affected, leading to low performance. This showed a direct relationship between discipline and educational performance. For these reasons, and given the inevitable potential of good performance in revolutionizing students" life expectations, and by extension, the country's socio-economic status, the researcher gives the following recommendations in line with the findings:-

1. The government should expose all teachers to guidance and counseling programmers as refresher courses. This would help equip the teachers with skills to handle students' discipline problems before and after occurrence.

2. Schools should have strict rules and regulations and should incorporate in its rules what is forbidden and give awareness to the students early and should implement the rules strictly and consistently

3. The school authority should identify students with different problems and deal with them individually, before they become problematic students. School authority should be pro-active in anticipating issues and problems before they arise, with a view to finding solutions

4. Schools should develop techniques that help control both inappropriate learning and indiscipline problems. Such techniques include rewards, behavior modification and self-direction

5. Teachers should feel a sense of professional responsibility and understand behaviors. They should also be able to use a method of instruction that supports positive relationship with the students and that enables students to actively engage in learning

6. Parents should be cooperating with schools by attending school meetings and by making a school visit when necessary. This is, because the behaviors of the students are rooted in the home and partially in the schools as well as in the environments. Therefore, genuine home school cooperation can produce fruitful information and leads to correction.

7. All stakeholders should work together to motivate learners towards good discipline as a way of directing their energies towards good performance. A school reward system would go a long way in recognizing the efforts of those who perform well in different academic and non-academic endeavors.

REFERENCE

Alemayehu Tegenu (June 2012) *Assessment of Students Misbehavior And Coping Strategies* (In The Case of Shashemene Secondary School)Addis Ababa University

Alidzulwi, T. A. (2000). *The role of parents in values education with special references to the situation in Venda (Northern Province)*. Unpublished M.Ed dissertation. Stellenbosch: University of Stellenbosch.

Allie, A. (2001). *Expulsion of learners from secondary schools in the Western Cape*: *trends and reasons*. Unpublished MEd dissertation. Pretoria: University of South Africa

Asnakew Tagele (2005). *Students and Teachers casual attribution of problem behaviors in Bahir Dar Government General Secondary Schools. (Unpublished) Addis Ababa: Addis University*

Besag, E. B., (1991). *Bullies and victims in schools*. Milton Keynes: Open University Press.

Bray, E., (2005). Codes of conduct in public schools: a legal perspective. *South African Journal of Education,* 25 (3):133-138

Charles, C., (2008). *Building classroom discipline (9thed.). Boston: Allyn & Bacon*

Day-Vines, N. L., (2005). *Culturally congruent strategies of addressing the behavioral needs of urban, African American male adolescents. Professional Schooling Counseling, 8(3):236-243.*

Dreikurs,R., (1998). *Maintaining sanity in the class room: class room management techniques (2nd Edition)*

Edae Gebona(2010) *Behavioral problems of government and private high school Adolescent in Adamaed.). Bristol,Pennsylvania Hemisphere.*

Fekadu Wakjira(2000). *An Investigation of Behavioral Problems in Secondary School Adolescents: Types Contributing Factors and School Treatment Practices. Unpublished MA Thesis. Addis Ababa University*

Harris, A. (2002). The New School Leader for the 21st Century. Oxford: Scarecrow Press.

Lewis, R. (1991). *The discipline dilemma.* Hawthorn: Australian Council for Educational Research LTD.

Marshall, J. (1999). Foucault and education. *Australian Journal of Education*, *33*(2), 99-113.

Mbiti, D. (2007). *Foundations of school administration*. Nairobi: Oxford University Press

McManus. M., (1995). Troublesome Behaviour in the Classroom 2nd ed. London: Rutledge

Morris, E. D., (2005). ''Tuck in that shirt''. Race, class, gender and discipline in an urban school. *Sociological Perspectives,* 48 (1):25-48.

Mtsweni, J., (2008). *The role of educators in the management of school discipline in the Nkangala Region of Mpumalanga*. Unpublished MEd dissertation. Pretoria: University of South Africa.

Mwangi, JG & Mwai, KA. 2002. Factors related to the morale of Agriculture in Machakos District. *Eastern Africa Social Science Research Review*, 18(2):31-42.

Scheuermann, B.K & Hall, J. A., (2008). *Positive behavioral supports for the classroom.* Upper Saddle River, New Jersey: Pearson Prentice Hall

Selamawit Ayalew (2012). *Factors contributing to students' Disciplinary Problems in Two Government Secondary School of Hawassa. (Un published). Addis Ababa: Addis Ababa University*

Sonny Sharrock (1970). *Home School Relation. Macmilan and Co. Ltd, London.*

Teshome Tucho, (2013): *Students' Disciplinary Problems in Some Selected General Secondary Schools of Kelem Wolega Zone(Thesis)*

Turner, Barry (1973). *Discipline in Schools. London: Pemberton Publishing Company*

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

 V. Turchenko (1976*). The Scientific and Technological. Revolution and the Revolution in education (Progress Publishers Progress Publishers: Mesco.*

Vernon F.Jones with Louises. *Jones. 1995. Comprehensive Classroom. Management: Creating Positive Environment for All Students. United States of America: Allyn and Bacon, Inc...*

Part I: Questionnaires for: Teachers and Students

INTRODUCTION

I am Mimi Ademe and am conducting a research with regard to indiscipline in schools. My research topic is: The Impact of discipline on the students' academic Performance in Kaffa Zone High School,. I am a registered MSc. student at the Jimma University .You have been selected to participate in this study as you are an expert in the field and your input will make a difference on the future of our society. There is no right and wrong answers. Kindly answer all the questions. Your response to these questions will be used only for this study and not for any other purpose. Your name will not be disclosed to anyone and the information you have provided will be kept confidential.

Thank you.

Participant's signature………………………..

Section A: respondent background

1. Gender

   Male ☐   Female ☐

2. Are you ; Student ☐

   Educator ☐

i)   Length of service year _____

ii)   Number of school worked:_____

 iii) Position Held (please tick the appropriate space)

   Supervisor _____   Principal/vice _____

   Deputy Head _____   Panel Member/teacher _____

5. In which committee do you serve? _____

6. Length of service in committee:_____

Section B: common indiscipline practices shown among learners in secondary School.

7. What types of indiscipline do you have in your school?

No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Cheating in exam					
2	High rate of absenteeism					
3	Disturbing in the classroom and luck interest doing tasks					
4	Late coming and Leaving class early					
5	Bulling and harassment					
6	Not bringing books					
7	Addiction with chat, drug and alcohols					
8	Stealing property					
9	Fighting and Vandalism					
10	Failure to do homework					

Section C. What are the causes of indiscipline in your school?

8. Does your school have rules?, Yes ____/NO___

if your answer is yes , Were learners engaged in the formulation of school rules

_____

_____.

9. Are learners observing the rules? If not, why not?

_____

_____

10. Do you think disciplinary problems that occur at your school are due to the following factors?

No.	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
	Home factor					
1	Broken homes					
2	Watching unmonitored TV/ Social media					
3	Poor-house hold income					
4	Parental neglect					
5	Lack of roll model in community					
	School factor					
1	Harsh school rule and regulation					
2	Lake of awareness about rule & regulation					
3	Dislike certain subject					
4	Large class size					
5	Peer groups pressure					
6	Shortage of teachers & teaching materials					
7	Poor performance in exam					
8	Teachers –student & parents relation					
9	Lack of support like guidance & counseling					
10	Lack of professional ethics & personality					

12. Please state any other possible factors that you think might influence disciplinary problem?

_____

_____

Section D; to assess the impact of indiscipline on student academic achievement?

11. How many students do you have in exam room?

   Less than 100 _____   100-400 _____

12. How many teachers do you have in exam room? _____

13. What is the general performance of your school in ESLCE?

Good _____   fair _____   poor _____

 If poor what are the possible causes?

_____

_____

14. (a) Does discipline impact on educational performance?   Yes ____   No. _____

(b) If yes, to what extent?   Very Great ___   Great ____   Moderate____ little ___

15. Which of the following categories of students perform well in internal and external examinations in your school?

      i) Those who generally show good behavior. _____

      ii) Those who work hard, irrespective of behavior_____

16. How does discipline contribute to good education performance?

   i) Discipline students are more likely to follow instructions._____

   ii) Discipline students are generally clever. _____

iii)   Discipline students are like to undertake their tasks with minimal supervision_____

Section D: To suggest intervention strategies that can be used to combat indiscipline in Kaffa zone high Schools.

17. Do you think the following intervention strategies can combat indiscipline at your school?

No	Items	Strongly agree	Agree	Disagree	Strongly disagree
1	Mentorship and guidance				
2	Suspension & Detention for short time				
3	Public confession				
4	Motivation				
5	Effective instruction				
6	Parental involvement				

18. Please state any other suggestions or ideas that you may have to improve the discipline system at your school_____

_____ _____

Part-II: Questionnaire for Students

INTRODUCTION

This research is being conducted in partial fulfillment of the requirements of the award of the degree of Master of Education of Jimma University. Several studies have pointed towards a relationship between discipline and education performance. The purpose of this study is to determine the impact of indiscipline on students' educational performance in secondary schools in Kaffa zone. The data collected in this research will be treated with confidence and will be solely for research purposes

Kindly respond to the items as appropriately as possible.

Section A: Respondent Background.

1. Gender: M   ☐   F   ☐

2. Age in years: 14 _____   15 _____   16_____   17 _____   18_____   above 18 _____

3. Grade level: _____

4. Number of secondary schools attended before joining current schools:

None _____   One _____   Two _____   more than two _____

5. If more than one state reason(s) for changing; _____.

Section B. Common students' indiscipline cases in school

No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Cheating in exam					
2	High rate of absenteeism					
3	Disturbing in the classroom and luck interest doing tasks					
4	Late coming and Leaving class early					

5	Bulling and harassment					
6	Not bringing books					
7	Addiction with chat, drug and alcohols					
8	Stealing property					
9	Fighting and Vandalism					
10	Failure to do homework					

Section C: Causes of students' indiscipline acts shown in the school

6. Does your school have rules?, Yes ____/NO___

if your answer is yes , Were learners engaged in the formulation of school rules Yes____/NO___

7. Are learners observing the rules? If not, why not?

_____

8. Do you think disciplinary problems that occur at your school are due to the following factors?

No.	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
	Home factor					
1	Broken homes					
2	Watching unmonitored TV/ Social media					
3	Poor-house hold income					
4	Parental neglect					
5	Lack of roll model in community					
	School factor					
1	Harsh school rule and regulation					
2	Lake of awareness about rule & regulation					
3	Dislike certain subject					
4	Large class size					

5	Peer groups pressure					
6	Shortage of teachers & teaching materials					
7	Poor performance in exam					
8	Teachers –student & parents relation					
9	Lack of support like guidance & counseling					
10	Lack of professional ethics & personality					

Section D: impact of indiscipline on performance

9. Is there a relationship between indiscipline and poor education performance?

   Yes _____ No _____

 If yes, to what extent? Very great _____   Great ____   Moderate _____ little_____

10. Which of the following categories of students perform well in internal and external examinations in your school?

 Those who are generally of good behavior. _____

 Those who work hard, irrespective of behavior_____

11. How does discipline contribute to good education performance?

 Discipline students are more likely to follow instructions._____

 Discipline students are generally clever. _____

 Discipline students are like to undertake their tasks with minimal supervision_____

APPENDIX- III

Interview prepared for principals, vice principals and supervisors

1. How is it parents participating and presenting on your calling the meeting?

2. How is it students discipline problem in this school?

3. What types of students misbehaving reflect frequently in the school?

4. How do you explain or manifest about the school rule. ?

5. In which club students interested to participating actively? 6. Is there mechanism to used control students misbehaviors?

Thank you!