



DILLA UNIVERSITY, SCHOOL OF GRADUATE STUDIES
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THE MANAGEMENT OF STUDENTS DISCIPLINARY PROBLEM IN
SECONDARY SCHOOLS OF SEHKA ZONE.

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES AT DILLA
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DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP**

DECLARATION

I, the undersigned, declare that this thesis is my original work, and has not been presented previously. As sources used with document have been fully acknowledged by using capital regulation.

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ADVISOR'S APPROVAL SHEET

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As members of the Board of Examiners of the M.A thesis open defense examination, we certify that we have read and evaluated the thesis entitled the management of disciplinary problem in secondary schools of sehka zone **and** prepared by Zenzem Faris Mustefa. We recommended that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Arts in school leadership.

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TABLE OF CONTENTS

CONTENTS	PAGES
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS.....	ii
LIST OF TABLE	iv
ABBREVIATIONS AND ACRONYMS	v
ABSTRACT.....	vi
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the problem	3
1.3. The Research Questions	3
1.4. Objectives of the Study	4
1.4.1 General Objective	4
1.4.2 Specific Objectives	4
1.5. Significance of the study	4
1.6. Delimitations of the study	4
1.7. Limitation of the Study	5
1.8 Definition of basic terms	5
1.9. Organization of the study	5
CHAPTER TWO	6
2. REVIEW OF RELATED LITERATURE	6
2.1. The Meanings and Concepts of Disciplines.....	6
2.2. Types of Disciplinary Problems in Secondary School.....	7
2.2.1. Common Disciplinary Problems	7
2.2.2. Severe Disciplinary Problems	7
2.2.3. Disciplinary Problems	8
2.3 Causes of Disciplinary Problems	9
2.3.1 Parental/home influence	9
2.3.2 The role of the Teachers	10

2.3.3. Personal Problems	11
2.3. 4. Learners with emotional problems	11
2.3. 5. School Related causes	12
2.3. 6. The influence of gender and race	12
2.3. 7 .Political, social and economic factors	13
2.4. The Management of Disciplinary Problems.....	14
CHAPTER THREE	17
THE RESEARCH DESIGN AND METHODOLOGY	17
3.1 Research design.....	17
3.2. Data Sources.....	17
3.3 population size, Sample and Sampling Techniques	18
3.4. Data Collection Instruments.....	19
3.4.1. Questionnaire.....	19
3.4.3.Document Analysis.....	20
3.5 .Validity of the Instruments.....	20
3.6 Reliability of the Instruments	21
3.7 Procedure for data collection.....	21
3.8 Method of Data analysis.....	21
3.9 .Ethical considerations	21
CHAPTER FOUR.....	22
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	22
4.1 Result and Discussion	23
CHAPTER FIVE	39
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	39
5.1 Summary of the Major Findings	39
5.2. CONCLUSIONS	40
Questionnaires to be filled by School Leaders	50

LIST OF TABLE

Table

Table.1.summary of Population size, sample and sampling techniques.....	22
Table 4.1: Characteristics of the Respondents.....	29
Table 4.2: Commonly Practiced Student Disciplinary Problems in Secondary Schools	31
Table 4.3: Challenges to Manage Disciplinary Problems in Secondary Schools.....	34
Table 4.4: Causes of Student' Disciplinary Problems in Secondary Schools.....	37

ABBREVIATIONS AND ACRONYMS

MOE: Ministry of Education

NGO: Nongovernmental Organization

REB: Regional Education Bureau

SNNPREB: Nations Nationalities and Peoples Regional Education Bureau

SNNPRS: South Nation Nationality Peoples Regional State

SPSS: Statistical Package for Social Science

UNICEF: United Nation Initiatives for Children Fund

UNESCO: United Nation Initiatives

WEO: Woreda Education Office

ZED: Zone Education Department

ABSTRACT

The purpose of this study was to examine the management of disciplinary problem in secondary schools of Sheka zone. The study also focused on exploring the type of disciplinary problems and to investigate the effective strategies used to overcome the existing disciplinary problems in secondary schools. A descriptive survey design was used to conduct the study. The sample of the study comprised of 6 secondary schools in the Zone. The respondents were 100 teachers, 12 leaders, 30 department heads, 3 woreda education experts, and 6 student councils chairperson. Data for the study were gathered through the use of questionnaires, interview guide and document analysis. Data was analyzed using descriptive statistics such as percentage and mean. Finally, the findings the top ranked commonly observed student disciplinary problems in the study area were lack of student interest and negative attitude in a subject matter, inability of teachers to effectively communicate with some students, parents lack of support, guide and follow up of children, failure of students to adhere to existing discipline, policies and orders, teachers inability to maintain discipline and harsh punitive measures. The study also uncovered that absence of consistent corrective measures by teachers, the absence of role model on the side of the teachers, the absence of good educational leadership and lack of advice and counseling were also common problems observed. The study further showed that challenges commonly faced secondary school leadership were less participation of parents in developing school rule and regulation, poor follow-up of school leaders, teachers and parents. The findings concluded that students' disciplinary problems were challenges school management to create conducive school environment. Finally, it was recommended that the schools should address students concerns, encourage parents to play their roles, and embrace guidance and counseling program in dealing with student's indiscipline. Therefore, the parents, school management, and other staff of the school should join hand- in-hand in ensuring a provision of conducive climate for creating effective teaching-learning process. Therefore, it was recommended that the school principals, teachers and other stakeholders should set some sorts of rules and regulations specific to the school with the active involvement of the students, in addition to the rules and the regulations of the country, Parents and the society should understand that their contribution to students 'disciplinary problem is great and should participate thoroughly and follow up on the day to day activities of their children by having close relationships with their schools. More ever, teachers, principals need to be good models to their students on how to deal with students behavioral problems.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, Significance of the study, delimitation of the study, limitation of the study, definition of operational terms and organization of the study.

1.1 Background of the Study

Disciplinary problems are the most prevalent problem that disrupts the education in most secondary schools. The reality of most secondary schools in Ethiopian, students do not behave according to the norm of the school. Because of this, students' disciplinary problem become one of the challenge facing the education system, and it has brought a great impact on the teaching learning process particularly at high school level(Teshome, 2013).

Fekadu (2000), indicated that different societies and different school system have different expectation of adolescent students. If adolescent student's behavior 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). 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).

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). 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 *et al*, 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 a* , 2014).

Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008).

Student misbehavior, which refers to a behavior that disrupts the learning-teaching process, creates psychological and physical discomfort and harms property, is with far reaching implications towards the achievement of educational goal. Globally, the role of student's discipline in quality education has been increasingly recognized. Accordingly, well-managed schools and classrooms are found to contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable. Order, constructive discipline and reinforcement of positive behavior communicate a seriousness of purpose to students (Craig *et al*, 2008).

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. Besides McManus (1995) indicates the following as some of the common types of disciplinary problems that student academic achievement learners exhibit in schools today, namely arriving late at school; missing lessons; smoking in the toilets; playing with matches in classrooms; making rude remarks towards teachers; throwing pencils and pens across the classrooms; talking when the educators are talking; painting graffiti on corridor walls; and damaging classroom fittings From the researcher's point of view, the extent of disciplinary problems differs from one school to another.

For example, multi-cultural schools are more prone to experience disciplinary problems than schools with learners of the same culture and ethnic background. Other factors which may determine the types of problems in schools are, for example, the size of the school, the managerial skills of the principal, and the socio-economic backgrounds of learners, to name but a few. Goldstein *et al* (2004) maintain that the nature of leadership and governance in a school could have a significant influence on the lack of discipline in those schools.

Moreover, mismanaging students' misbehavior may result in a low academic performance. Student's discipline is a prerequisite to almost everything a school has to offer students. 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, 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. In the words of McManus (2005): punishment does not discourage misbehavior but rather reinforces the pupils' view of adults as treacherous".

1.2 Statement of the problem

This study focuses on improving the management of students' disciplinary problems in secondary school of Sheka zone. And it aimed at sorting out types of disciplinary problems, their causes and as far as reaching means of managing disciplinary problems among the secondary school students in particular. Indiscipline in school is certainly a matter of immediate concern to the teaching profession. Regarding to the above problems, the study were find whether the problems stated below are the contributing factors or hindering for the effective management of disciplinary problems in the study area.

These are some the opinions that suggests students' academic achievement that schools can determine the extent of the disciplinary problems. Also there are a number of studies that were conducted in different secondary schools of different places. Since students' disciplinary problem was common in secondary schools of the study areas, so the student researcher interested to study on students' disciplinary problems in selected secondary schools of Sheka zone. Hence this study was contributed to show the gap in the management of disciplinary problems.

1.3. The Research Questions

To achieve the aforementioned purpose, the following research questions were posted

1. How is the current status of disciplinary problem in secondary school of sheka zone?
2. What are common student's disciplinary problems in Secondary Schools?
3. What are the major causes of students' disciplinary problems in secondary schools?
4. What strategies are providing to school managers to improve the disciplinary problems in secondary schools?

1.4. Objectives of the Study

1.4.1 General Objective

The main objective of the study was investigated the management of disciplinary problem in secondary schools of Sheka zone.

1.4.2 Specific Objectives

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

- To examine the current status of disciplinary problem in secondary school of sheka zone
- To identify the common types of disciplinary problems in secondary schools of sheka zone.
- To identify the major causes of disciplinary problems in secondary schools of sheka zone.
- To find the strategy of improving disciplinary problem.

1.5. Significance of the study

This study was the following significances

- This study was be serving as vital information to various stakeholders of Education the status and management of disciplinary problem in secondary school, the administrators, policy makers and training institution.
- The study was help administrators to make informed decision on how to improved major student's disciplinary problems in the Secondary Schools.
- This study was helping education officials understand the causes of students' misbehaviors in secondary schools.
- This study was help secondary school principals; administrators and teachers use better Ways of managing students' misbehaviors.
- It was serve other researchers as a stepping stone to conduct further research studies of wider scope.

1.6. Delimitations of the study

The student researcher was delimited to study of public secondary schools in sheka zone. The zone was selected for this study because of two major reasons. First, researches that have been conducted in this zone on disciplinary problem are minimal. The researcher's long year services as a teacher in the zone, and there by her better experience of its socio-cultural and geographical setting was another reason to select it for the study This enabled the researcher to manage the collection and analysis of data within the stipulated time. The narrowing of the study also was helping the researcher to reduce the cost of the study in the entire sheka zone. The study also delimited to the status and management of disciplinary problems in secondary schools of sheka zone.

1.7. Limitation of the Study

It is obvious that research work cannot be totally free from limitation. To this end, some of the limiting factors include time constraint, uncooperativeness of respondents in filling the questionnaires and returning on time. Even though the researcher planned to use tape recorder during the interview, due to absence of tape recorder he was forced to use taking on notes. Furthermore, Woreda education experts were always busy.

1.8 Definition of basic terms

- **Cause:** - The relatively approximate factors that are necessarily antecedent to condition or existence of a given phenomenon (Hoult, 1997)
- **Discipline:**- the process or result of directing or subordinating immediate wishes students, disciplinary problem, impulses, desire, or interest for the sake of an idea or for the purpose of gaining more effective dependable action(Good,1973).
- **Government School:** - Schools which are administered or run by Government.
- **Parent Student Teacher Association:** An Organization of Teachers, Students and Parents of Pupil that works for the improvement of the school and the benefit of pupils.
- **Student's misbehavior:** -including the behavior of the students that disrupt the teaching and learning activity creating physical and psychological discomfort, doing harm to properties of the school or within the class room (Good, 1973).
- **Teaching Learning Process:** refers to the formal interaction among students themselves and students and teachers
- **Truancy student:** - is a student who is absent by his own free will and usually doesn't refer to legitimate absences. Or the action of staying away from school without any reason.

1.9. Organization of the study

The study was be comprises of five chapters; The first Chapter consists of the background to the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation and limitation of the study and definition of key terms and the organization of the study. The second Chapter deals research related literatures, chapter three research methodology, research design, source of data, study site and population, sample size and sampling technique, instrument of data collection, validity of the study reliability of the instrument ethical consideration, data collection and procedure and data analysis techniques, chapter four data presentation and analysis, and chapter five includes summary, conclusion and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The chapter reviews the related literature on: the Meanings and Concepts of Discipline, Types of Disciplinary Problems in Secondary School and Causes of Disciplinary Problems, Finally the chapter treats strategies to deal the Management of Disciplinary Problems,

2.1. The Meanings and Concepts of Disciplines

Discipline defines the limitations of an individual or a group of people. It is the practice of restraint, which may be self-imposed. 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).

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 accomplish 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. Types of Disciplinary Problems in Secondary School

There are many types of disciplinary problems which could be exhibited in the school. Different authors identified different disciplinary problem some of them are listed below.

2.2.1. Common Disciplinary Problems

Rosen (1997) distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely; Defiance of school authority; Class disruption; Truancy; Fighting; The use of profanity; damaging school property; Dress code violations; Theft; and leaving school without permission. The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2000) include fights, insubordination, and little support for educators, a general climate of disrespect, and distrust of the administration. Those types of disciplinary problems mentioned above are similar to the ones being experienced in secondary schools of Sheka Zone. McManus (1995) lists several types of misbehaviors which make the work of educators difficult. These include; repeatedly asking to go to the toilet; Missing lessons, absconding; Smoking in the toilets; Pushing past the educator; Playing with matches in class; Making rude remarks to the educator; Talking when the learner is supposed to be writing; Being abusive to the educator; Fighting in class; Chasing one another around the classroom; Packing up early, as if to leave; Taking the educator's property; Wearing bizarre clothing and make-up; Threatening the educator; Leaving class early; and Commenting on the work.

2.2.2. Severe Disciplinary Problems

Alidzulwi (2000) attested to the fact that severe disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pang as, and they also fight each other. A survey on educators' opinions on violence in education conducted by Frazer and others in Smith (1999) reveals serious cases of

learner violence. These include the burning down of classrooms, learners attacking educators and principals, learners setting fire to educators' cars, and attacking taxi drivers, in order to steal their cars.

Moodj in Smith (1999) distinguishes the kinds of perpetrators of school violence as those making themselves guilty of verbal violence more serious behavior, planned violence and sexual harassment of girls.

2.2.3. Disciplinary Problems

Students, teachers and even school managers are involved in one form of indiscipline or the other. Some of indiscipline among secondary school students can be analyzed as follows:

i. Truancy: is irregular attendance in school or classes with many factors within or outside the school building peer group influence, teacher methods of teaching or discipline are some school factors that can lead to truancy. Factors outside the school may include poverty where the child might need to fend for him/herself, engage in labour to raise money, parenting/guarding methods of discipline, security among others (Rosen, 1997).

ii. Absenteeism: may result from the type of leadership obtaining in a school. The school exercise greater control over students and may lead students to frustration, if there is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student has formed destructive habit, he is also likely to consistently be absent or revolt against authority unaware of the consequences of his actions.

Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain source of absent on the part of students as resulting from dissatisfaction and frustration from schoolwork (Panger, 1994).

iii. Fighting: Children fighting at the secondary school level are very low in self-esteem. The chief impetus for fighting during the normal course of classroom and playground life tends to lie in the child's basic sense of inadequacy and feelings of not being valued or worthy. In other words, the four psychological needs of the child have not been met: The need for love, security, new experience and need for responsibility. Home background may contribute to frequent fighting nature of a child Moodj (Smith, 1999).

iv. Stealing: is the removal of another person's property without his permission. The socioeconomic environment including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by peer-group pressure. The value structure of the society, such as the get rich quick syndrome in Nigeria has led many young people to the false convention that there is no need to pursue life course with appropriate hard work and *consequent success*. Some parents spoil their children by exhibiting highly permissive behavior. They allow children to have everything on demand and task themselves

to overdo what they believe is their responsibility. This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of justifying their removal of other peoples' property Frazer (in Smith 1999).

v. Drug Addiction/Abuse: is one of the most dangerous and most common school disciplinary problems. It means taking drug without prescription by the appropriate person. Abused drugs include cigarettes, alcohol, tobacco, heroine and smoking of herbs. There is a general moral decadence in this regard because many parents are also guilty of the same misbehavior and are unable to instruct correct, advice or guide children along the proper paths concerning the use of drugs.

2.3 Causes of Disciplinary Problems

2.3.1 Parental/home influence

Most authors regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. 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 they had to respond 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).

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

Some other factors related to the lack of parental involvement in schools that influence discipline were identified by a study in the San Francisco Bay area (in: Short et al. 1994:3), namely single parent homes, a lack of parental control at home, the negative influence of television, neighborhood and community problems that influence the home. Besag (1991), in reference to bullying, indicates two styles of parental discipline in particular, namely punitive and rewarding.

He says that many bullies at school come from homes where a punitive style of discipline is used and where aggression is seen as a way of settling problems. Learners who are bullied are also more often absent from school. Besag (1991) further stresses that harsh and punitive discipline is ineffective, and may be interpreted as violence by the learners, and also offer a model for their own disruptive behavior. Conversely the behavior of children is more respectful when they come from stable families where parents are rewarding and talk to their children in a loving

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 The role of the Teachers

Educators play a significant role in the management of school discipline, as indicated in a study by Mtsweni (2008) in Mpumalanga. If the entire school is involved in supporting positive learner behavior, not only is their behavior affected favorably, but also their academic achievement (Luisseli, Putman, and Handler & Feinberg 2005). Educators who do not actively involve learners in classroom activities may experience disciplinary problems. Several researchers (in Varnham 2005) believe that the involvement of learners in matters pertaining to their education reduces behavioral problems. In his research Varnham (2005) found that learners have a tendency of behaving badly at school because they feel that schooling is something that is done to them rather than a process in which they are valued as significant participants. Short, et al. (1994) are of the opinion that learners who tend to drop out of school perceive little sense of belonging. But, learners who are actively engaged and interested in classroom activities, stay on task at a higher level than learners less interested and involved.

Some educators are irresponsible and believe that their task is only to teach and that the issue of discipline should be taken out of their hands by the system Varma (1993). That is why a general concern is brought to the fore by several authors, namely that educators are no longer as committed to their profession as in the past. Karakus and Asian (2009) found that the educators' commitment was influenced by personal characteristics such as gender, marital status, and tenure. Day (2005) also found that the educators' commitment tends to decrease progressively over the course of their teaching career.

Rogers (1991) believes that educators who force learners to do something may not succeed; instead, it encourages learners to act in a stubborn manner. The educator who is always harsh and forceful in giving instructions may never be successful especially when dealing with power-seeking grade sevens. Two researchers Mabeba and Prinsloo (1999), also reckon that educators, who do not prepare their lessons thoroughly or meaningfully, promote a negative self-esteem in learners with little or no participation in the classroom. This creates disciplinary problems.

2.3.3. 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. 4. Learners with emotional problems

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. 5. 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, Harrotonnian 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 2000:39)

2.3. 6. 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.

2.3.7 .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 Disciplinary Problems

In this study, the focus is on the means of managing disciplinary problems among secondary school students in Sheka zone. Geiger (2000) regarded a lack of discipline as a chronic problem in the classroom, and the manner in which it is being handled as determining the amount of learning that is taking place in schools. While Fuentes (2003) indicated that every year more than three million students are suspended and nearly 100 000 more are expelled from primary up to university in the United States of America. Many learners face police action for disciplinary problems that cannot be handled by the schools.

However, with recent problem of increase in school enrollment, discipline problems are bound to Accentuate and cause more burdens on teachers and school administration. According to Rigby (2000) student's indiscipline has plagued schools leading to series of unrest particularly in secondary school. Consequently, student resort to constitutional measures in channeling their grievances. Furthermore, there is a feeling that school discipline practices are generally informed by theory from psychologists and educators. Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class:-

i. Positive Approach: This approach is grounded in teachers' respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for non compliant pupils.

ii. Teacher Effectiveness Training: This method differentiates between teacher-owned and pupil owned problems, and proposes different strategies for dealing with each.

iii. Appropriate School Leaving Theory and Educational Philosophy: It is a strategy for preventing violence and promoting order and discipline in schools.

iv. Detention: This requires the pupils to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day.

v. Suspension or Temporary Exclusion: This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension. Pettit (1997) contends that sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing that student only report in school but serve punishment like cutting grass, digging holes, uprooting a plant and work-in school farm.

vi. Exclusion or Expulsion: With drawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. For in

Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school head report.

However, expulsion from a private school is a more straightforward matter, since the school can merely terminate its contract with the parents.

vii. Deprivation of Privilege: It is useful and efficient form of punishment. Dodge (1993) affirmed that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way in improving the wrong doer.

viii. Moral Punishment: Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted to.

ix. Self-government: It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic organization.

x. Praise and Blame: The teacher must be very careful in his allocation of praise and blame.

Tongue is said to be most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse.

Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the school order.

xi. Rewards: There is a belief that reward is not only right and desirable but also indispensable.

Rewards can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured.

Xii. Participatory decision-making

In his approach to the handling of discipline in schools, Kohn (1996), an American researcher, he believes that the implementation of a new classroom management system that incorporates students in the decision-making processes will exert a positive impact on the students to eliminate behavioral problems. Kohn (1996) indicates five ways for a classroom management system that incorporates students in the decision-making processes which will exert a positive impact on creating a democratic community within the classroom.

The system

- invites students to participate in their learning processes by making daily decisions;
- encourages students to learn appropriate behavior among themselves, with the teacher's guidance;
- holds classroom discussions about wanted standards of behavior for the learners in the classroom, which means that instead of teachers prescribing rules of conduct, the students are given the opportunity to explore and determine how to create a positive community;

- establishes routine classroom meetings for students to air their feelings, discuss classroom issues and learn how to solve problems in a democratic Setting.
- creates a safe and positive environment that promotes participation from all Students, without fear of mockery and negative criticism.

xiii. Punishment: It has a necessary place in the school economy but it must be based on certain principles if it is not to be a “hit or miss” affair. Seita (1996) identified the following guidelines for the use of punishment:-

- Punishment should fit the “crime” as well as the “criminal”. This is because individuals differ from one another in the basic temperamental patterns which they inherit, and in those which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger, others relatively placid and others patient while some are by nature very sociable and others solitary in their outlook.

Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives.

- There should be no uncertainty about the punishment. The element of uncertainty in Punishment renders it almost inoperative and postponement is almost fatal.
- Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves, punishment becomes necessary.
- Punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much contempt, as indifferences in such matters. All the above-mentioned measures except blame and sarcasm are positive measures to secure discipline but the instinctive and impulsive reactions of children themselves may lead to evil, if not properly directed. They need checks to prevent excesses, restrictions to keep them within the speed limit of property.

In lieu of this, Rogers (1995) came up with a school discipline policy which provides a framework that corresponds with what a school will seek to practice. The framework aims at achieving the following namely to; establish a stable social learning environment; encourage students to be responsible for their own behavior, to develop self- discipline, and enhance their self-worth, and to respect the rights and feelings of others, such as their fellow students and teachers and to enhance positive behavior.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

The main purpose of this chapter is to provide an overview of the basic research design and methodology that were used to carry out this study. Under this overview the basic research design, research methodology, source of data, study population and sampling technique, data collection instruments, procedure of data collection and method of data analyses will be treated in detail.

3.1 Research design

In this study, descriptive survey design was utilized. The purpose of this study is to identify the current status of disciplinary problem and to categorize the cause of disciplinary problems. The descriptive survey design was employed to find out determinants of student indiscipline at Sheka Zone Secondary schools. Descriptive survey research design was adopted for this particular study because it is a convenient method to describe the existed situation and also enable to access the opinions of large sample size (Yalew, 2006). This is because this design is relatively inexpensive and takes up little time to conduct. Moreover, it is recommended when gathering data about respondents' perceptions, beliefs, opinion scores, and outcomes (Creswell, 2003). Cohen, Manion and Morrison (2007) asserted that many scientific disciplines, especially social science and education, use descriptive survey design. For Creswell (2003), such design also used to obtain general overview of the subject, and to generalize study findings from sample to population.

Regarding the research method, the study was utilizing both qualitative and quantitative approach. The researcher initially was collect quantitative data through questionnaires. Then, she were collect qualitative data using semi-structured interviews to substantiate the qualitative data Mixed methods approach is advantageous to examine the same phenomenon from multiple perspective (Cohen et al., 2007) This method is also considered important to build upon the strength that exists between quantitative and qualitative methods in order to understand a given phenomenon than is possible using either quantitative or qualitative methods alone (Creswell, 2003). To this it were incorporate in the study to validate and triangulate the quantitative data. Finally, the mixed method was preferred on the ground that student indiscipline and to identify the degree of managing disciplinary problems are better perceived from the opinion survey of teachers, school leaders (Principals, vice principals) and department heads.

3.2. Data Sources

Both primary and secondary data sources were being utilize for this study. The primary data sources were teachers, principals, vice principals, department heads and interview (for woreda education experts and classroom monitors). On the other hand, the secondary data was be collected

from different documents such as books, sources from internet dawn load and the schools documented records. These sources were strengthened the data obtained through questionnaires and interviews.

3.3 population size, Sample and Sampling Techniques

The target population of this study was be secondary school teachers, school principals, vise principals, department heads class monitors woreda education experts of sheka zone public secondary schools. In sheka zone there were 3 woreda and 2 administrative towns with total of 15 general secondary schools. For this study 2 wereda 1 administrative town namely yeki woreda, anderacha woreda, and Teppi administrative towns were selected by using simple random sampling techniques. In this selected wored and the city, there are 9 secondary schools. Out of theses six schools were selected by using simple random sampling method 66.6%. These secondary schools include teppi Secondary, kubito Secondary, fide Secondary, bech Secondary, shayi Secondary, gecha Secondary, (see table 1) There are 127 teachers and 12 school leaders (including principals and vice principals of those schools) and the selected schools, out of which 100 teachers and 12 (100%) school leaders were are selected to be the participants of the study. Moreover, 30 department heads, 6 student council and 3 education expert were included in the study. In order to select samples from target population, student researcher used simple random sampling for teachers while availability sampling was be used to selected School principals, vice principals and department heads and purposive sampling was be used to education experts and student counsel.

Table.1. summary of Population size, sample and sampling techniques

	Schools	Participants	Total population			Proportional sampling			Sampling technique
			M	F	T	M	F	T	
1	Gecha	Teachers	14	3	17	12	2	14	Simple random sampling
		Principal/vice principal	2	-	2	2	-	2	Purposive sampling
		Department/head	4	1	5	4	1	5	Available sampling
		Student council	1	-	1	1	-	1	Purposive sampling
2	Teppi	Teachers	46	16	62	36	12	48	Simple random sampling
		Principal/ vice principal	2	-	2	2	-	2	Purposive sampling
		Student council	1	-	1	1	-	1	Purposive sampling
		Department/head	5	-	5	5	-	5	Available sampling
3	Kubito	Teachers	12	2	14	10	1	11	Simple random sampling
		Principals vice principal /	2	-	2	2	-	2	Purposive sampling
		Department/head	5	-	5	5	-	5	Available sampling
		A	1		1	1		1	Purposive sampling
4	Fide	Teachers	8	3	11	7	2	8	Simple random sampling
		Principals/ vice principal	2	-	2	2	-	2	Purposive sampling
		Department/head	4	1	5	4	1	5	Available sampling
		Student council	1	-	1	1	-	1	Purposive sampling
5	Bechi	Teachers	8	3	11	6	2	8	Simple random sampling
		Principals/ vice principal	2	-	2	2	-	2	Purposive sampling
		Department/head	4	1	5	4	1	5	Available sampling
		Student council	1	-	1	1	-	1	Purposive sampling
6	Shay	Teachers	8	4	12	7	3	10	Simple random sampling
		Principals vice principal	2	-	2	2	-	2	Purposive sampling
		Department/head	5	-	5	5	-	5	Available sampling
		Student council	1	-	1	1	-	1	Purposive sampling
7		Educ. experts	10	5	15	2	1	3	Purposive sampling
	Total		136	36	172	125	26	151	

3.4. Data Collection Instruments

In order to gather the required data from the sample of respondents, three data collection instruments was used namely, questionnaires, interviews, documents analysis. Given below is a description for each of these instruments.

3.4.1. Questionnaire

Questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Both open and closed ended items of

questionnaires were developed as main instrument of data collection from the respondents. This study used questionnaires to collect data for teacher principals, vice principals and department heads. The close ended items were formulated in five point liker scales and the value of the scale is between one and five. A five point rating liker scale (5=Strongly Agree, 4=Agree, 3=Moderately Agree, 2=Disagree, 1=Strongly Disagree) will be employed to obtain close ended data from respondents. Moreover, open-ended items will be provided for the respondents to freely express their ideas. The questionnaires were designed to have two categories: the respondents' background information and items relevant to the issue under investigation. The student researcher calculated the quantitative data using mean item scores ranging from 1.0-5.0, with higher scores indicating high response score and lower scores indicating low response of the respondents. Specifically, the researcher used the mean score ranging from 1.0- 2.33 as “*low*”, 2.34-3.66 as “*moderate*”, and 3.67-5.0 as “*high*”.

3.4.2 Interview

Interview is the second important data gathering instrument in this study. It gives the needed information face to face. Thus, with this assumption semi-structured was used to collect deep information on issues related to the status and the management of disciplinary problem. The interview questions were prepared in English and translated to Amharic language for more clarity of concept for respondents. The interview is dealt with Three Woreda experts and six student council that were being selected purposefully as they are considered to have more information about the issue under investigation.

3.4.3.Document Analysis

Document analysis was being another tool used to collect data for this study. In this regard, documents such school rules and regulations, list of offenses and necessary disciplinary actions and the record of guidance and counseling records the researcher analyses documents related to school discipline such as punishment books, minutes of disciplinary commutes and school rule and regulations book, guidance and counseling record and the institution daily occurrence book and different educational statistic annual abstracts of the SNNPR education bureau were consulted during the analysis and interpretations of the collected data. It is believed that the data obtained in this method was used to validate and substantiate the information gathered by the questionnaire and semi-structured interview.

3.5 .Validity of the Instruments

In this study, survey items, and the items about the background information were reviewed for content and clarity by experts in the field. Feedbacks on the instruments also was obtained from the

student researcher's advisor. Finally, all accepted comments and feedbacks were included in the final version of the instrument.

3.6 Reliability of the Instruments

To ensure its reliability, the student researcher was pilot tested all of the survey questions designed for this study. The pilot test was conducted on principals and teachers in Teppi preparatory and secondary that was being excluded from the actual sample of the study. Ensuring their confidentiality and anonymity, the student researcher will ask the participants to complete the questionnaires and to provide feedback thereafter. Using the data collected for the pilot study, the student researcher will check the reliability of the instruments by using the Cronbach's alpha. Accordingly the calculated alpha was found to be 0.78 which indicates that the items have internal consistency to be used for this study.

3.7 Procedure for data collection

After including all comments to the survey a question, the researcher was pilot tested them. Then, after getting a permission letter from the woreda education office to conduct a study in Scholl of the woreda, the student researcher was personally distribute the questionnaire for the respondent. Moreover, she also will personally contact all of the interviewer participants and made interview in their work place.

3.8 Method of Data analysis

The researcher obtained both qualitative and quantities data using SPSS. The study was being employed descriptive survey design. Descriptive statistic such as frequencies, percentages and tables was be used to analyze the data. Qualitative data were being organized into themes and quantities data has been calculated from the data obtained from the field. Content analysis was used to analyze content of instrument that may not be quantifiable.

3.9 .Ethical considerations

Mugenda and Mugenda (2003) defines ethics as that branch of philosophy which deals with one's conduct and serves as a guide to one's behavior. Taking the severity of the ethical considerations in mind, this study was being done with highest importance placed on ethics, confidentiality, and anonymity. In this study, confidentiality and anonymity of the respondents were be emphasized to protect their privacy and the dignity (Cohen et al., 2007). Thus, on the cover page of the survey questionnaire, the student researcher was clearly presented how to protect confidentiality and anonymity of the participants; was inform them that involvement in the study is voluntary; the involvement is free of any intended risk; and their names and the names of their schools would be kept anonymous.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objectives of this study were to investigate the management of disciplinary problem in secondary schools of Sheka zone. To this end, both quantitative and qualitative data were gathered by using questionnaire, interview and document analysis. The data gathered through interview was supposed to complement the quantitative data. Moreover, documents such school rules and regulations, list of offenses and necessary disciplinary actions and the record of guidance and counseling records the researcher analyses documents related to school discipline such as punishment books, minutes of disciplinary commutes and school rule and regulations book, guidance and counseling record Questionnaire was distributed to 142 respondents and 142 copies were collected. The return rate of questionnaire was 100 copies from teachers, 12 copies from the school principals and 30 copies from department heads were returned. In addition, 6 student council was be included in the study .In order to select samples from target population, and 3 education expert student researcher was use simple random sampling for teachers while availability sampling was be used to selected School principals, vice principals and department heads and purposive sampling was be used to education experts and student counsel.

4.1 Result and Discussion

Table 4.1: Characteristics of the Respondents

No.	Variable	Category	Respondents						Total	
			Teacher		School Principal		department heads		No.	%
			No.	%	No.	%	No.	%		
1	Sex	Male	78	78	12	100	27	90	117	82.39
		Female	22	22	0	0	3	10	25	17.61
		Total	100	100	12	100	30	100	142	100
2	Experience	1-5	30	30	0	0	0	0	30	21.12
		6-10	3	3	4	33.33	10	33.3	17	11.97
		11-15	0	0	4	33.33	10	33.3	14	9.86
		16-20	19	19	4	33.34	10	33.3	33	23.3
		Above 20	48	48	0	0	0	0	48	34.28
		Total	100	100	12	100	30	100	142	100
3	Edu. Background	Diploma	16	16	0	0	0	0	16	11.27
		Degree	49	49	8	66.67	25	83.33	82	57.74
		Master	35	35	4	33.33	5	16.67	44	30.98
		TOTA	100	100	12	100	30	100	142	100

Female teachers in the sample secondary schools are fewer. To this end, the contribution or role of women in school became less or insignificant as compared to men counterparts. Shown in the table 4.1 of item 1 the majority of teachers, department Hades & principals are males. This accounts for

78 (78 %), 12(100%) and 27(90%) respectively. The remaining 22 (22 %) teachers 3(10%) department Hades are females.

Item 2 of table 4.1 shows that 30(30%) of the teacher respondents had 1 to 5 years experience. Whereas 3 (3%) teacher respondents were 6 to10 years experience, 0 (0 %) teacher respondents were 11-15 years service, 19(19 %) teacher respondents were 16-20 years service and 48(48%) and above twenty years experience.

Since the act of assigning teachers, department Hades & principals at school level is a recent trend, the current department heads in the study area is supposed to be high experienced in supervision work. Thus, it is possible to say they are high experienced in supervision work.

Regarding the educational background of the respondents 16(16%) diploma holders of teachers, 49(49%) were first degree holders; 35 (35%) of teachers were Second degree holders. With regard to the school principals and vice principals 8(66.67%) were first degree and 4(33.33%) were Second degree holders. While 25(83.33%) of department Hades were first degree holders. My interviewees from the Woreda education officers were first degree holders. From this, it is possible to conclude that, department Hades in the sample Woreda of Sheka zone were relatively less qualified than the secondary school teachers and principals.

Table 3: Student Disciplinary Problems in Secondary Schools

S.N		Respon dents	N	Mean	SD	WM	t- value	P-value
1	Having a negative attitude toward school.	T	100	3.1800	1.14926	2.8310	0.327	0.744
		S.L	42	2.0000	1.16877			
2	Interfering with work of others.	T	100	3.5900	0.93306	3.2676	0.530	0.597
		S.L	42	2.5000	0.96903			
3	Being disrespectful toward other students.	T	100	2.8800	1.13066	2.7183	0.924	0.357
		S.L	42	2.3333	0.75439			
4	Being disrespectful toward other teachers.	T	100	3.2700	1.25412	3.2887	1.689	0.093
		S.L	42	3.3333	0.95424			
5	Using abusive language.	T	100	3.7400	0.94943	3.0282	0.509	0.612
		S.L	42	1.3333	0.47712			
6	Absenteeism (truancy)	T	100	4.4400	0.85658	3.7183	-0.234	0.816
		S.L	42	2.0000	0.0000			
7	Cheating on tests	T	100	4.6000	0.65134	4.1761	.0.310	0.757
		S.L	42	3.1667	1.22806			
8	Cheating on class assignments.	T	100	4.2900	0.62434	4.2535	-0.855	0.394
		S.L	42	4.1667	0.69551			
9	Chewing chat.	T	100	2.5000	1.25931	2.0563	-0.141	0.888
		S.L	42	1.0000	0.0000			
10	Smoking tobacco	T	100	2.1900	1.07021	1.9859	-1.910	0.058
		S.L	42	1.5000	0.7730			
11	Violating the school dress code.	T	100	3.9800	0.68135	3.5915	0.580	0.563
		S.L	42	2.6667	0.75439			
12	Leaving the school without permission	T	100	3.8300	0.94340	3.0915	-1.021	0.309
		S.L	42	1.3333	0.47712			
13	Student fight each other	T	100	3.300	1.0000	2.7183	-1.264	0.208
		S.L	42	1.3333	0.47712			
14	Deliberately destroying things/ materials	T	100	4.1400	0.77876	3.6549	-0.453	0.651
		S.L	42	2.5000	1.27356			
15	Ignoring teachers direction	T	100	3.4700	1.17598	3.0352	0.708	0.480
		S.L	42	2.0000	0.82639			
	<i>Average mean</i>	T	100	3.7400	0.94943	3.0282		
		S.L	42	1.3333	0.47712			

Key: T=Teachers, and SL= School Leaders; WM = Weighted Mean; SD= Standard Deviation, significance level is 0.05, df. 155, t-critical is 1.960

In Table 3 of item 1, respondents were asked on having a negative attitude toward school. In accordance to this the respondents mean value of Teachers (T) and school leaders (SL) were found to be (X=3.18, SD=1.14926) and (X=2.000, SD=1.16877) respectively agreed that having a

negative attitude toward school is good enough. The weighted mean ($X=2.831$) also confirms the agreement of the respondents with the point. The t-test value 0.327 with degree of freedom ($df=142$) and significance level ($p=0.744$), which is greater than 0.05, indicates that there is no significant opinions difference between the Teachers and School Leaders. Therefore, from the response of the majority, it is possible to conclude that the degree of having a negative attitude toward school is the most observable misbehaviors occurring in the secondary school of Sheka zone.

In Table 3 of item 2; respondents were asked on; interfering with work of others. The mean value of Teachers and school leaders were found to be ($X=3.59$, $SD=0.93306$) and ($X=2.500$, $SD=0.96903$) respectively agreed that Interfering with work of others. The overall $X=3.2676$ shows the agreement of the respondents with the point. The computed t value (0.530) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.597) more than 0.05 level of significance. This shows that there is no statistically difference between the two groups of respondent's opinion. Therefore, this indicates that interfering with work of others is the most observable misbehaviors occurring in the secondary school of Sheka zone.

According to the interview participants and Document review of Interfering with work of others, it could be said that Interfering with work of others by recording all relevant documents was found to be insufficient. By the document analysis, it was confirmed that Interfering with work of others. Thus, there was a gap regarding this in secondary schools. Supporting to this Woreda education head officer stated that Interfering with work of others by recording all relevant documents was not regularly assessed to provide feedback, which has a less significant role in improving the overall teaching-learning process.

In Table 3 of item 3; respondents' view on being disrespectful to ward other students. The response from the teacher with mean value of (2.88) and leader (2.33) respectively. The weighted mean (2.7183) is rated as it undecided. The obtained t-test $t_{(155)} = 0.924$, $P>0.05$ emphasize there is no statistically significance difference between the two groups of respondents. Therefore the respondents of two groups implicate that being disrespectful toward other students has not good in the secondary school of Sheka zone.

In Table 3 of item 4; Being disrespectful toward other teachers, it is found the mean value ($x=3.2700$ and $x=3.3333$) by teachers and school leaders respectively. Their weighted mean values ($x=3.2887$) indicate that they have undecided opinion for this issue of item. The computed t value (1.689) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.093) is more than that of 0.05 level of significance. This shows that there is no statistical opinion difference

between the two groups of respondents. From this the researcher concluded that to some extent teachers in school actively involved in other activities.

In Table 3 of item 5; respondents' view concerning using abusive language. The response from the teacher with mean value of (3.74) and school leaders (1.33) respectively indicate that they agreed on the stated issue. The weighted mean (3.028) also confirmed that they agreed on using abusive language. The computed t value (0.509) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.612) is more than that of 0.05 level of significance. This shows that there is no statistical difference between the two group's respondents. The two groups showed that Using abusive language in secondary schools of Sheka zone.

In Table 3 of item 6; Absenteeism (truancy), it is found undecided with mean value (4.44 and 2.00) by teachers and school leaders in that order with (3.718) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(142)} = -0.234$, $P > 0.05$ emphasize there is no statistically significance difference between the two groups of respondents. From this the researcher concluded that averages teachers are were agreed on the disciplinary Problems practice: Absenteeism (truancy), observable misbehaviors occurring in the secondary school of Sheka zone.

Item 7 of Table 3 deals Cheating on tests. Accordingly the mean value of Teachers (T) and school leaders (SL) were found to be ($X=4.600$, $SD=0.65134$) and ($X=3.1668$, $SD= 1.22806$) the weighted mean $X=4.1761$ shows the agreement of the respondents with the point. The significance level ($p=0.310$) is less than 0.05, this indicates that there is significant difference between the opinions of Teachers and School Leaders. Therefore, from the response of the majority, it is possible to conclude that Cheating on tests is not the series problem of secondary school of Sheka zone

In Table 3 of item 8; respondents' are cheating on class assignments. The response from the teacher with mean value of (4.29) and school leader (4.166) respectively with weighted mean(4.2535) is rated as they agreed on this stated issue has effect on Cheating on class assignments. The computed t value (-0.855) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.394) is more than that of 0.05 level of significance. This shows that there is no statistical difference between the two groups of respondents. The two groups showed that all teachers involving in the selection of the school cheating on class assignments implementation in secondary school of study area were agreed on the disciplinary Problems practice: cheating on class assignment, is not observable misbehaviors occurring in the secondary school of Sheka zone.

In Table 3 of item 9; respondents were asked Chewing chat, it is found agreed with mean value (2.500 and 1.000) by teachers and school leaders in that order with (2.0563) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(142)} = -0.141$, $P > 0.05$ emphasize there is no statistically

significance difference between the two groups of respondents. From this the researcher concluded that the degree of Chewing chat, not observable misbehaviors occurring in the secondary school of Sheka zone.

In Table 3 of item 10; respondents' has asked Smoking tobacco. The response from the teacher with mean value of (2.19) and school leader (1.5) respectively with weighted mean(1.9859) is rated as they agreed on this stated issue has effect on teaching learning process. The computed t value (-1.910) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.058) is more than that of 0.05 level of significance. This shows that there is no statistical difference between the two groups of respondents. The two groups showed that well as suitable instructional strategies and classroom management techniques and this have effect on teaching learning.

In Table 3 of item 11; violating the school dress code, it is found agreed with mean value (3.98 and 2.66) by teachers and school leaders in that order with (3.59) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(142)} = 0.580$, $P > 0.05$ emphasize there is no statistically significance difference between the two groups of respondents. From this the researcher concluded that interpreted as disagreed on the disciplinary practice that is, smoking tobacco, did not usually occur in secondary school of Sheka zone.

In Table 3 of item 12; respondents were asked leaving the school without permission, it is found agreed with mean value (3.83 and 1.33) by teachers and school leaders in that order with (3.0915) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(142)} = -1.021$, $P > 0.05$ emphasize there is no statistically significance difference between the two groups of respondents, were agreed on the disciplinary Problems practice: leaving the school without permission is the most observable misbehaviors occurring in the secondary school of Sheka zone.

In Table 3 of item 13; respondents' has asked Student fight each other, providing on-going school based support to classroom teachers. The response from the teacher with mean value of (3.300) and school leader (1.33) respectively with weighted mean(2.7183) is rated as they agreed on this stated issue has effect on classroom management techniques. The computed t value (-1.264) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.208) is more than that of 0.05 level of significance. This shows that there is no statistical difference between the two groups of respondents, were agreed on the disciplinary Problems practice: Student fight each other is the most observable misbehaviors occurring in the secondary school of Sheka zone.

In Table 3 of item 14; deliberately destroying things/ materials, it is found agreed with confirming mean value (4.1400 and 2.500) by teachers and school leaders respectively; in that order with (3.6549) weighted mean values. To show the implication of the mean difference found in the two

groups independent sample t-test is conducted. The obtained t-test $t_{(142)} = -0.453$, $P > 0.05$ emphasize there is no statistically significance difference between the two groups of respondents. From this the researcher concluded that the disciplinary practice that is, deliberately destroying things/ materials, did not usually occur in secondary school of Sheka zone

In Table 3 of item 15; respondents' ignore teacher's direction. The response from the teacher with mean value of (3.47) and school leader (2.00) respectively with weighted mean(3.0352) is rated as they agreed on this stated issue has effect on ignore teacher's direction. The computed t value (0.708) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.480) is greater than 0.05 level of significance. This shows that there is no statistical differences between the two groups of respondents were agreed on the disciplinary Problems practice: ignore teacher's direction, is the most observable misbehaviors occurring in the secondary school of Sheka zone.

The researcher also observed from document analysis that none of the sample secondary schools formulated school wide disciplinary plan and conducted action research on disciplinary problems to minimize the frequently observed misbehavior.

The most commonly observed student's disciplinary problems in secondary schools of Sheka zone. Were ranked as follow: interfering with work of others, absenteeism (truancy), being disrespectful toward other students, using abusive language, being disrespectful toward other teachers, leaving the school without permission, Cheating on tests, Cheating on class assignments and deliberately destroying things/ materials.

The finding reveals that most of the frequently observed misbehaviors are those that disrupt the learning teaching process. Meanwhile, the analysis of the qualitative data obtained through key informants including the education expert and student council also shows their corroboration with the researcher to contribute to the above findings. As to the idea of the key informants, non-compliance to the school instructions is a widely held phenomenon in Sheka zone secondary schools. The education expert and student council emphasized that there are a great deal of unethical behaviors reflected by the students of the schools impacting the learning-teaching process. Specifically, failing to submit homework, cheating on tests, using mobile for illegal purpose and absenteeism are practiced by at least two-third of the students. One of the objectives of this research was scan out the commonly observed students' disciplinary problems in secondary schools.

Table 4: Manage Disciplinary Problems in Secondary Schools

S.N		Respon dents	N	Mean	SD	WM	t-value	P-value
1	Inadequate training for the school leaders	T	100	4.100	0.55958	3.4789	0.327	0.744
		S.L	42	2.0000	1.16870			
2	Lack of Self confidence and commitment of the school principal	T	100	3.6500	0.99874	3.1127	0.530	0.597
		S.L	42	1.8333	0.69551			
3	Lack of regular discussion period on disciplinary problem	T	100	4.2600	0.62957	3.6901	0.924	0.357
		S.L	42	2.3333	0.47712			
4	Political pressure	T	100	3.8000	1.37804	3.3169	1.689	0.093
		S.L	42	2.1667	1.08012			
5	Initiating quarrel among the students	T	100	2.3500	0.96792	2.2465	0.509	0.612
		S.L	42	2.0000	0.58435			
6	Using rough language with other students and teachers	T	100	3.2900	0.98775	3.4014	-0.234	0.816
		SL	42	3.6667	0.47712			
7	Drug use/abuse(alcohol , chat, smoking)	T	100	2.9600	1.32513	2.7254	-0.310	0.757
		S.L	42	2.1667	0.69551			
8	School curriculum is deficient in moral training	T	100	3.0400	1.42077	2.8380	-0.855	0.394
		S.L	42	2.3571	0.65598			
9	The student disobeyed the teacher	T	100	3.4900	1.18488	3.2817	-0.141	0.888
		S.L	42	2.7857	1.00087			
10	Poor management of school	T	100	4.1200	1.13066	4.0141	-1.910	0.058
		S.L	42	3.7619	1.07770			
11	Students use cell phone during classes	T	100	3.6400	1.03981	3.5282	0.580	0.563
		S.L	42	3.2619	1.34454			
12	Peer group influence & absence of future plan	T	100	4.1300	1.10696	3.8662	-1.021	0.309
		S.L	42	3.2381	0.93207			
13	Cheating during examination	T	100	4.2800	0.89983	3.9930	-1.264	0.208
		S.L	42	3.3095	1.21952			
14	Lack of advice and counseling	T	100	3.2000	1.26331	3.2183	-0.453	0.651
		S.L	42	3.2619	1.23089			
	Average mean	T	100	3.4900	1.18488	3.2817		
		S.L	42	2.7857	1.00087			

Key: T=Teachers, and; SL= School Leaders and; WM = Weighted Mean; SD= Standard Deviation, significance level is 0.05, df. 155, t-critical is 1.960

In Table 4 of item 1; respondents were asked on; Inadequate training for the school leaders the mean value of Teachers and school leaders were found to be ($X=4.100$, $SD=0.55958$) and ($X=2.000$, $SD= 1.16870$) respectively have undecided on the stated issue. The overall weighted mean ($X=3.4789$) of the respondents shows undecided on this point. The computed t value (0.327) is less than the table value (1.96) with degree of freedom 155 and the p-value (0.744) more than 0.05 level of significance. This shows that there is no statistically difference between the two groups of respondent's opinion. Therefore, shows that the leader and teacher respondents replied as partially as challenging the school leadership effort to manage student's disciplinary problems such as inadequate training for the school leaders in secondary schools of Sheka zone.

Item 2 of Table 4; respondents asked on Lack of Self confidence and commitment of the school principal. Accordingly the mean value of Teachers (T) and school leaders (SL) were found to be ($X=3.55$, $SD= 0.9987$) and ($X= 1.833$, $SD= 0.69551$) respectively agreed that there is Lack of Self confidence and commitment of the school principal. The overall weighted mean $X=3.1127$ shows the agreement of the respondents with the point. The significance level ($p=0.597$) is greater than 0.05, this indicates that there is no significant difference between the opinions of Teachers and School Leaders. Therefore, from the response of mean score, it is possible to conclude that there is Lack of Self confidence and commitment of the school principal in secondary schools of Sheka zone.

In Table 4 of item 3; respondents' view concerning Lack of regular discussion period on disciplinary problem. The response from teachers with mean value of (4.26) and leader (2.333) respectively with (3.69) weighted mean is shows that agreed on the stated issue. The computed t value (0.924) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.357) is more than that of 0.05 level of significance. This shows that there is no statistical difference between the two groups of respondents. The two groups response showed that Lack of regular discussion period on disciplinary problem in secondary school of sheka zone.

In Table 4 of item 4; respondents asked on Political pressure accordingly to their response it was found agreed with mean value (3.80 and 2.16) by teachers and school leaders in that order with (3.316) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(142)}= 1.689$, $P<0.05$ emphasize there is no statistically significance difference between the two groups of respondents Were agreed on the challenges such as lack of Political pressure in the secondary schools of Sheka zone.

Item 5 of Table 4 deals with Initiating quarrel among the students. Accordingly the mean value of Teachers and school leaders were found to be ($X=2.35$, $SD=0.967$) and ($X=2.00$, $SD=0.5843$) respectively undecided on the stated issue. The overall weighted mean $X=2.2465$ show they have undecided on this argument. The significance level ($p=0.612$) is greater than 0.05, this

indicates that there is no significant significance difference between the opinions of Teachers and school leaders. Therefore, from the response of the majority, it is possible to conclude that Initiating quarrel among the students implementation in secondary school of study area.

In Table 4 of item 6; using rough language with other students and teachers the respondents response found undecided with mean value (3.29 and 3.66) by teachers and school leaders respectively, in that order with (3.40) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(142)} = -0.234$, $P > 0.05$ emphasize there is no statistically significance idea difference between the two groups of respondents replied as partially as Using rough language with other students in secondary schools of Sheka zone.

Item 7 of Table 4 deals; Drug use/abuse (alcohol, chat, smoking) accordingly the mean value of Teachers (T) and school leaders (SL) were found to be ($X=2.96$, $SD=1.325$) and ($X=2.166$, $SD=0.6955$) respectively undecided on the attention given to CPD is less. The overall weighted mean $X=2.7254$ show undecided on the stated issue. The significance level ($p=0.757$) is greater than 0.05, this indicates that there is no significant difference between the opinions of Teachers and School Leaders. Therefore, respondents were agreed on the challenges such Drug use/abuse (alcohol, chat, and smoking), in the secondary schools of Sheka zone.

In Table 4 of item 8; respondents' were asked School curriculum is deficient in moral training The response from the teachers with mean value of (3.04) and leader (2.3571) respectively with (2.838) weighted mean is rated agreed on the stated argument. The computed t value (-0.855) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.394) is greater than that of 0.05 level of significance. This shows that there is no statistical difference between the two groups of respondents was disagreed on the challenge. Therefore, asked School curriculum is deficient in moral training was not as a serious challenge in school leadership to manage students' disciplinary problems in the secondary schools of Sheka zone.

Item 9 of Table 4; deals with the student disobeyed the teacher. The mean value of Teachers and school leaders were found to be ($X=3.49$, $SD= 1.1848$) and ($X=2.785$, $SD=1.00$) respectively undecided on the stated issue. Confirming this weighted mean ($X=3.281$) indicate the respondents were undecided this argument. The computed t value (-0.141) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.888) is more than that of 0.05 level of significance. Therefore, respondents were agreed on the challenges such as the student disobeyed the teacher in the secondary schools of Sheka zone.

Item 10 of Table 4; deals with Poor management of school the mean value of Teachers and school leaders were found to be ($X=4.12$, $SD= 1.130$) and ($X=3.761$, $SD=1.0777$) respectively undecided on the stated issue. Confirming this weighted mean ($X=4.014$) indicate the respondents were

undecided this argument. The computed t value (-1.910) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.058) is more than that of 0.05 level of significance. Therefore, from the response of the majority, it is possible to conclude that Poor management of school disciplinary problem in study area.

In Table 4 of item 11; Students use cell phone during classes; accordingly the mean value of Teachers (T) and school leaders (SL) were ($X=3.64$, $SD=1.039$) and ($X=3.261$, $SD= 1.344$) respectively. The weighted mean ($x= 3.528$) of respondents confirmed that they agreed on the stated issue. The obtained t-test $t_{(142)} = 0.580$, $P>0.05$ emphasize there is no statistically significance difference between the two groups of respondents replied as partially as challenging the school leadership effort to manage student's disciplinary problems such as Students use cell phone during classes in secondary schools of Sheka zone.

In Table 4 of item 12; respondents' view concerning Peer group influence & absence of future plan; the response from the teachers with mean value of (4.13) and school leaders (3.23) respectively with weighted mean (3.86) is rated as agreed on the stated issue. The computed t-value (-1.021) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.679) is more than that of 0.05 level of significance. This shows that there is no statistical difference between the two groups of respondents replied as partially as challenging the school leadership effort to manage student's disciplinary problems such as Peer group influence & absence of future plan in secondary schools of Sheka zone.

In Table 4 of item 13; respondents were asked on, Cheating during examination it is found agreed with mean value (4.28 and 3.30) by teachers and school leaders in that order with (3.99) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(142)} = -1.264$, $P>0.05$ emphasize there is no statistically significance difference between the two groups of respondents were agreed on the challenges such as Cheating during examination follow up students in the secondary schools of Sheka zone.

Item 14 of Table 4 deals with Lack of advice and counseling The mean value of Teachers and school leaders were found to be ($X=3.20$, $SD=1.263$) and ($X=3.261$, $SD=1.230$) respectively. The overall weighted mean $X=3.218$ show the agreement of the respondents with the point. The significance level ($p=0.651$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and School Leaders. Therefore, from the response of the majority, it is possible to conclude that Lack of advice and counseling.

Table 5: Causes of Student' Disciplinary Problems in Secondary Schools

S.N		Resp onden ts	N	Mean	SD	WM	t- value	P- value
1	Lack of student interest and negative attitude in a subject matter	T	100	4.2800	0.60436	3.908 5	0.70 8	0.480
		S.L	42	3.0238	1.23936			
2	Inability of teachers to effectively communicate with some students	T	100	2.9700	0.85818	2.929 6	0.32 7	0.744
		S.L	42	2.8333	0.79378			
3	Imbalance between student rights and students responsibilities	T	100	3.9400	1.08078	3.795 8	0.53 0	0.597
		S.L	42	3.4524	0.94230			
4	Parents lack of support, guide and follow up of children.	T	100	4.3000	0.83485	4.119 7	0.92 4	0.357
		S.L	42	3.6905	0.86920			
5	Failure of students to adhere to existing discipline, policies and orders	T	100	3.0100	1.15902	3.063 4	1.68 9	0.093
		S.L	42	3.1905	1.17366			
6	Teachers inability to maintain discipline	T	100	2.8200	0.74373	3.070 4	0.509	0.612
		S.L	42	3.6667	1.64786			
7	Political factors	T	100	4.2600	0.88329	4.063 4	- 0.234	0.816
		S.L	42	3.5952	1.60881			
8	Un attractive School environment	T	100	4.1000	1.11464	3.915 5	- 0.310	0.757
		S.L	42	3.4762	1.04153			
9	Harsh punitive measures	T	100	3.0000	0.81650	3.091 5	- 0.855	0.394
		S.L	42	3.3095	1.02382			
10	Autocratic principals struggle to control learners at school	T	100	2.6500	0.95743	3.070 4	- 0.141	0.888
		S.L	42	4.0714	1.33239			
11	Absence of consistent corrective measures by teachers	T	100	3.1600	0.92899	3.373 2	- 1.91 0	0.058
		S.L	42	3.8810	1.41770			
12	The absence of role model on the side of the teachers	T	100	2.8200	0.92529	3.112 7	0.580	0.563
		S.L	42	3.8095	0.83339			
13	The absence of good educational leadership	T	100	3.8200	1.34375	3.880 3	- 1.021	0.309
		S.L	42	4.0238	1.37021			
14	Large class size	T	100	3.4000	1.39262	3.640 8	- 1.264	0.208
		S.L	42	4.2143	1.17982			
15	Lack of advice and counseling	T	100	3.5700	1.55216	3.676 1	0.708	0.480
		S.L	42	3.9286	1.53643			
	Average mean	T	100	2.8200	0.92529	3.63		
		S. L	42	3.6667	1.64786			

Key: T=Teachers, and SL= School Leaders; WM = Weighted Mean; SD= Standard Deviation, significance level is 0.05, df. 155, t-critical is 1.960

Item 1 of Table 5 deals Lack of student interest and negative attitude in a subject matter. Accordingly the mean value of Teachers (T) and school leaders (SL) were found to be (X=4.28, SD=0.6043) and (X=3.023,

SD=1.239) respectively agreed on stated issue. The overall weighted mean $X=3.908$ shows the agreement of the respondents with the point. The t-value 0.708 with $df=155$; The significance level ($p=0.480$) is greater than 0.05, this indicates that there is no significant difference between the opinions of Teachers and School Leaders. Therefore, the researcher concluded that lack of student interest and negative attitude in a subject matter, were the major discipline cause in secondary schools of study area.

In Table 5 of item 2; respondents' view concerning Inability of teachers to effectively communicate with some students; the response from the teacher with mean value of (2.97) and leader (2.833) respectively with (2.929) weighted mean is rated as undecided. The computed t value (0.327) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.744) is more than that of 0.05 level of significance. This shows that there is no statistical differences between the two groups of respondents were replied as partial cause for students' disciplinary problems. Therefore, Inability of teachers to effectively communicate with some students, were partial cause of disciplinary problem in secondary schools of Sheka zone.

In Table 5 of item 3; Imbalance between student rights and students responsibilities, it is found undecided with mean value (3.94 and 3.45) by teachers and leaders in that order with (3.79) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(155)}=0.530$, $P>0.5$ emphasize there is no statistically significance difference between the two groups of respondents. Therefore, the researcher concluded that Imbalance between student rights and student's responsibilities were the major discipline cause in secondary schools

Item 4 of Table 5; Parents lack of support, guide and follow up of children. The mean value of Teachers and school leaders were found to be ($X=4.300$, $SD=0.834$) and ($X=3.690$, $SD=0.869$) respectively undecided on absence of motivation for teachers by concerned bodies on effective implementation . The overall $X=4.119$ shows the agreement of the respondents with the point. The significance level ($p=0.357$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and school leaders. Therefore, the researcher concluded that Parents lack of support, guide and follow up of children, were the major discipline cause in secondary schools.

Item 5 of Table 4 deals Failure of students to adhere to existing discipline, policies and orders. Accordingly the mean value of Teachers (T) and school leaders (SL) were found to be ($X=3.01$, $SD=1.159$) and ($X=3.19$, $SD=1.173$) respectively. The overall $X=3.063$ shows the agreement of the respondents with the point. The significance level ($p=0.093$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and School Leaders. Therefore, failure of students to adhere to existing disciplines policies and orders, were partial cause of disciplinary problem in secondary schools of Sheka zone.

In Table 5 of item 6; respondents' view concerning Teachers inability to maintain discipline; the response from the teacher with mean value of (2.82) and leader (3.66) respectively with (3.07) weighted mean is rated as undecided. The computed t value (0.509) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.612) is more than that of 0.05 level of significance. This shows that there is no statistical difference between the two groups of respondents. Therefore, Teachers inability to maintain discipline, were partial cause of disciplinary problem in secondary schools of Sheka zone.

In Table 5 of item 7; Political factors, it is found moderate with mean value (4.26 and 3.59) by teachers and leaders in that order with (4.06) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The obtained t-test $t_{(142)} = -0.234$, $P > 0.5$ emphasize there is no statistically significance difference between the two groups of respondents. Therefore, Political factors were partial cause of disciplinary problem in secondary schools of Sheka zone.

Item 8 of Table 5; deals with Unattractive School environment. The mean value of Teachers and Principals were found to be ($X=4.10$, $SD=1.11$) and ($X=3.47$, $SD=1.041$) respectively agreed that lack sharing experience among cluster school. The overall $X=3.915$ shows the agreement of the respondents with the point. The significance level ($p=0.757$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and school principals. Therefore, the researcher concluded that unattractive School environment were the major discipline cause in secondary schools of Sheka zone.

Item 9 of Table 5 deals Harsh punitive measures. Accordingly the mean value of Teachers (T) and school leaders (SL) were found to be ($X=3.00$, $SD=0.816$) and ($X=3.309$, $SD=1.0238$) respectively. The overall $X=3.56$ shows the agreement of the respondents with the point. The obtained t-test $t_{(142)} = -0.855$, $P > 0.05$ emphasize there is statistically significance difference between the opinions of Teachers and School Leaders. Therefore, harsh punitive measures were not cause of disciplinary problem in secondary schools of Sheka zone.

In Table 5 of item 10; respondents' view concerning Autocratic principals struggle to control learners at school. The response from the teacher with mean value of (2.65) and leader (4.07) respectively with (3.07) weighted mean is rated as undecided. The computed t value (-0.141) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.888) is more than that of 0.05 level of significance. This shows that there is no statistical difference between the two groups of respondents. Therefore, Autocratic principals struggle to control learners at school were the major discipline cause in secondary schools of Sheka zone.

In Table 5 of item 11; Absence of consistent corrective measures by teachers, it is found undecided with mean value (3.16 and 3.88) by teachers and leaders in that order with (3.37) weighted mean values. To show the implication of the mean difference found in the two groups independent sample t-test is conducted. The

obtained t-test $t_{(142)} = -1.910$, $P > 0.05$ emphasize there is no statistically significance difference between the two groups of respondents. Therefore, Absence of consistent corrective measures by teachers was the major discipline cause in secondary schools of Sheka zone.

Item 12 of Table 5 deals with The absence of role model on the side of the teachers The mean value of Teachers and Principals were found to be ($X=2.82$, $SD=0.925$) and ($X=3.80$, $SD=0.833$) respectively undecided. The overall $X=3.1$. The significance level ($p=0.563$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and school leaders. Therefore, the absence of role model on the side of the teachers was the major discipline cause in secondary schools of Sheka zone.

Item 13 of Table 5 deals with the absence of good educational leadership. The mean value of Teachers and Principals were found to be ($X=3.82$, $SD=1.34$) and ($X=4.023$, $SD=1.370$) respectively undecided. The overall $X=3.88$. The significance level ($p=0.309$) is greater than 0.05, this indicates that there is no significance difference between the opinions of Teachers and school leaders. Therefore, good educational leadership was the major discipline cause in secondary schools of Sheka zone.

Item 14 of Table 5 deals the large class size. Accordingly the mean value of Teachers (T) and school leaders (SL) were found to be ($X=3.40$, $SD=1.39$) and ($X=4.21$, $SD=1.179$) respectively The overall $X=3.64$ shows the agreement of the respondents with the point. The significance level ($p=0.208$) is greater than 0.05, this indicates that there is no significant significance difference between the opinions of Teachers and School Leaders. Therefore, large class size was the major discipline cause in secondary schools of Sheka zone

In Table 5 of item 15; respondents' view concerning Lack of advice and counseling ; the response from the teacher with mean value of (3.57) and leader (3.92) respectively with (3.67) weighted mean is rated as undecided. The computed t value (0.708) is less than the table value (1.96) with degree of freedom 142 and the p-value (0.480) is more than that of 0.05 level of significance. This shows that there is no statistical idea difference between the two groups of respondents. Therefore, Lack of advice and counseling was the major discipline cause in secondary schools of Sheka zone

According to the responses, the causative factors are related to parents, students and school/teachers, in their order of importance. As can be seen from table-5, lack of parental support is the leading cause to student misbehavior. The study finding confirms Okpako (2004) who says that the basis of good behavior orientation and good adolescent attitude development is founded on positive parenting. Parents should be blamed and be made to take responsibility for the misfortune that is falls the adolescent. He identifies some factors which make for positive parenting as provision of children's needs: good food, shelter, water, love, warmth, affection, education, monitoring, dialogue and control. Top among the most important causes also include student

related causes such as lack of interest and negative attitude as well as their inability to perform well/satisfactorily. Then follow, school and teacher related factors including the imbalance between the number of students and the school capacity, teacher's failure to integrate methods and contents with abilities and needs of learners, and lack of administrative support/lack of follow-up towards ensuring student discipline.

In general, from the above assessment and from the interview of education expert and student council response made, the researcher identified the major causative factors of disciplinary problems in secondary school of Sheka zone. The results were presented below accordingly the average mean and the interview result of the respondent's. The causative factors of students' disciplinary problems in secondary schools of Sheka zone. Ranked as follows:

Generally, The causative factors of students' disciplinary problems; among the most important student-related factors, lack of student interest and negative attitude in a subject matter, inability to perform well, students' lack of awareness on rights and responsibilities, and disrespect for teacher,

1. Lack of student interest and negative attitude in a subject matter
2. Inability of teachers to effectively communicate with some students
3. Parents lack of support, guide and follow up of children
4. Failure of students to adhere to existing discipline, policies and orders
5. Teachers inability to maintain discipline
6. Political factors
7. Unattractive School environments
8. Harsh punitive measures
9. Autocratic principals struggle to control learners at school
10. Absence of consistent corrective measures by teachers
11. The absence of role model on the side of the teachers
12. The absence of good educational leadership
13. Large class size
14. Lack of advice and counseling

With regards to the school-related causes, larger class-room size and lack of administrative support to the students along with the poor follow up system were emphasized by both the students and teachers. Finally, the following teacher-related causes of student misbehavior were identified: failure to integrate methods and contents with abilities and needs of learners, inability to maintain discipline, failure of teachers to adhere to existing disciplines, policies and orders.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes summary, conclusion, and recommendations. Firstly it presents summary of the findings. Next, it outlines the major conclusions drawn from the findings; and lastly it provides recommendations on the basis of the conclusions and findings.

5.1 Summary of the Major Findings

The study was intended to investigate the management of disciplinary problem in secondary schools of Sheka zone. To achieve the purpose, the researcher formulates the following three research questions.

- 1 How is the current status of disciplinary problem in secondary school of sheka zone?
- 2 What are common student's disciplinary problems in Secondary Schools?
- 3 What are the major causes of students' disciplinary problems in secondary schools?

In order to find out answer for these research questions, a review of related literature was done. A sample of 100 teachers, 6 principals and 6 vice principals, 30 department heads, 3 woreda education experts, and 6 student councils were selected by using different sampling techniques.

Descriptive survey design was employed for this study. In order to answer the basic questions, the study was conducted in south Regional State Sheka zone six Government secondary schools using stratified random sampling techniques .The strata were based on school

The subjects of the study were used to be the primary source to collect necessary information. These are the Principals, Teachers, department heads, education expert and Student Council from secondary schools. Consequently, 142 respondents were taken as sample. The participants were selected by using available and random Sampling techniques. Questionnaire, interview and document analysis were employed as data collecting instruments. After collecting the data by using the above mentioned instruments, both qualitative and quantitative data analysis methods were employed in order to arrive at the result. Finally, both descriptive and inferential statistical analyses were employed.

Accordingly, based on the analysis and interpretation made so far, the following major findings of the study were set out.

With regard to gender, experience and qualification of respondent, the participation of female teachers and female leaders in secondary schools of Sheka zone was very low; it was safe to conclude that the majority of respondent in the sample schools seemed to have experienced and first degree holders to perform their responsibility but none of secondary school leaders possesses 2nd degrees and even their first degree were not an educational leadership and management

graduate. Thus, it affected the effectiveness of leadership to manage students' disciplinary problems in secondary schools in the zone.

Accordingly, the top ranked commonly observed student disciplinary problems in secondary schools of Sheka zone were lack of student interest and negative attitude in a subject matter, inability of teachers to effectively communicate with some students, parents lack of support, guide and follow up of children, failure of students to adhere to existing discipline, policies and orders, teachers inability to maintain discipline and harsh punitive measures. Moreover, absence of consistent corrective measures by teachers, the absence of role model on the side of the teachers, the absence of good educational leadership and lack of advice and counseling were also common problems observed.

Strategies taken to manage disciplinary problems in secondary schools of Sheka zone: use collaborative strategies to resolve students' disciplinary issue, empower others to help make decisions pertaining to discipline problems solving, strengthening school and community relationship, staff meetings have safety and welfare segment, tolerance developing smooth relationship, praising or awarding students for good behavior, allowing students to help resolve conflicts among their peers/ peer mediation, smart mouth toward students and teachers, Improving staff student relationship and warning.

Challenges faced leadership in the management of disciplinary problem in secondary schools of Sheka zone identified as: large class size, inadequate training for the school leaders, and lack of self confidence and commitment of the school principal, lack of regular discussion period on disciplinary problem, lack of follow-up, less Students awareness of the rules, rewards and consequences and poor follow up students in the secondary schools of Sheka zone were one of the factors that influencing discipline problems among students.

5.2. CONCLUSIONS

Based on the objectives and findings of the study the following conclusions were made. It is evident from the research findings that the common observed student disciplinary Problems are identified as cheating on tests, using mobile at school, lateness, missing class, absenteeism and leaving the school. As a result these disciplinary problems lead to educational wastage like drop out and repeaters rate increase.

Students' disciplinary problems are deep-rooted in a complex web of factors internal and external to the schools. The major causative factors are those related to parents, students, schools and teachers; in order of importance. Other external factors included poor support by the government and community. These multitudes of factors were found to act and react each other to causing and/or aggravating students' disciplinary problems in secondary schools of Sheka zone. Student misbehavior has also multiple effects. By way of negatively affecting the school environment, it is

found to impede the performance of students hence deterring the level of academic achievements. Limited level of engagement of education experts, and student councils with the school not only inducing student misbehavior but also has seriously constrained the efforts to properly manage the problems. Limited awareness among the school community; mainly students and teachers is a hindrance to promote self-discipline and/or prevent and control student misbehavior. Equally important; very poor documentation and reporting at all levels on have obscured the facts on the prevalence and magnitude of the problem found the part of the school

The school leaders used tolerance developing smooth relationship with teachers and students. Then teach student, parent and staff, once the rules have been taught, all staff should consistently enforce the rules and use a common language in referring to it. Finally, praising or awarding students for good behavior and improving staff, student and education expert relationship and work together.

The challenges that hinder leadership effectiveness to manage students' discipline problems in secondary schools of Sheka zone can be identified as unbalanced student class ratio, less participation of parents in developing school rule, regulation and regular discussion, failure of school leaders to follow up, poor management of teachers and parents in controlling students behavior, political pressure and inadequate training for the school leaders.

Generally, the researcher concludes that different kinds of students' disciplinary problems are exhibited in secondary schools. The pushing factors behind school level disciplinary problems were the cumulative effects of school environment, family background, and loose parent control. Parents and schools share the responsibility of promoting values and standards which we hope will help younger people to establish sound behavioral codes for their lives. It is important that parents work in-cooperate with their child's school, and not just leave the school alone in the dark. Discipline problems can be dealt with much more effectively if both parties could share similar and ideal vision which leads to prolific missions.

5.3. Recommendations

From the findings of this study, the researcher made the following recommendations:

- The school should develop its own version of disciplinary rules and regulation in view of the MoE guideline and most importantly mapping-out the 'context'. In this regards, with greater involvement of teachers, education experts, and student councils there is a need to conduct an action- research for scanning the internal and external environment pertaining to student misbehavior.
- Supervisors, principals and head of departments should be committed to ensure the classroom operation in a professional manner. Thus, teacher provides lesson that are relevant and of high interest, respects individual differences, provides a positive classroom environment, establishes high expectations for achievement and respects the rights of individuals.

- MoE should be develop a capacity building training and creating awareness for woreda level politician on secularize and autonym of education. Because some Politian's interfere in the running of secondary schools in their constituencies for political reasons. Thus, highly turnover of school principals, sometimes forced to reject the school administrative discussion.
- A study needs to be carried out in private and preparatory schools to see whether findings from the study will coincide with the ones from this research.

Thus, it is the hope of the researcher that if the findings mentioned above are critically examined and put in to use, it were go a long way to ensure school a safe and healthy environment and ethically shaped citizen should be developed.

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Questionnaires to be filled by School Leaders

DILLA UNIVERSITY

INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear Participants: The purpose of this questionnaire is to gather pertinent data that will be used for as input for the research on the management of students' disciplinary problems in Sheka Zone secondary schools. The questionnaire is designed to obtain information about students' disciplinary problems in secondary schools of Sheka Zone. Your name are not be written on the questionnaires and the information you are going to provided will be kept secret and will only be used for the research purposes. Read all the questions before attempting answer and you do not have to consult others to answer the questions. However, your genuine response to these questions will help to the better outcome of the research. Therefore you are kindly requested to give appropriate responses by using (√) mark for your genuine responses.

Thank you for your cooperation!

Part One: Personal Information of the participants

Instruction: indicate your choice by putting a tick mark (√) in the box

1. Sex

a. Male

b. Female

2. Age

a. 20 -25

b. 26-30

c. 31 -35

d. 36-40

e. Above 40

3. Work experience as school leaders

a. 1– 5 years

b. 6 – 10 years

c. 11 – 15years

d. 16 –20 years

e. Above 21

4. Academic Qualifications

a. MA/MSC/MED

b. BA/BSC/BED

c. Diploma

d. certificate

5. Your responsibility at the school

- a. principals b. vice principals c. department heads

Part Two: Commonly Practiced Student Disciplinary Problems in Secondary Schools

The following are issues regarding to commonly practiced student disciplinary Problems in secondary schools. Please rate your opinion on the extent to which these practices are implemented in your respective schools.

Strongly agree =5; Agree = 4; Undecided =3; Disagree =2; strongly disagree =1

No	Items	5 SA	4 A	3 Un	2 D	1 SD
1	Having a negative attitude toward school.					
2	Interfering with work of others.					
3	Being disrespectful toward other students.					
4	Being disrespectful toward other teachers.					
5	Using abusive language.					
6	Absenteeism (truancy)					
7	Cheating on tests					
8	Cheating on class assignments.					
9	Chewing chat.					
10	Smoking tobacco					
11	Violating the school dress code.					
12	Leaving the school without permission.					
13	Student fight each other					
14	Deliberately destroying things/ materials					
15	Ignoring teachers direction					

Please write if there is other students' disciplinary problem practice in the school. _____

Part There. Challenges to Manage Disciplinary Problems in Secondary Schools

Please answer each of the following questions which ask about major challenges that hinder school leadership effort to maintain student discipline.

Strongly agree =5; Agree = 4; undecided =3; Disagree =2; strongly disagree=1

No	Items	5	4	3	2	1
1	Inadequate training for the school leaders					
2	Lack of Self confidence and commitment of the school principal.					
3	Lack of regular discussion period on disciplinary problem					
4	Political pressure					
5	Initiating quarrel among the students					
6	Using rough language with other students and teachers					
7	Drug use/abuse(alcohol , chat, smoking)					
8	School curriculum is deficient in moral training.					
9	The student disobeyed the teacher					
10	Poor management of school					
11	Students use cell phone during classes					
12	Peer group influence & absence of future plan					
13	Cheating during examination					
14	Lack of advice and counseling					

Please write if there is other students' disciplinary problem practice in the school.

Part Four: Causes of Student' Disciplinary Problems in Secondary Schools

The following questions ask about the perceived causes for student disciplinary problems in secondary school. Please choose the answer that best describes how frequently the *following* items are be probably a cause of student's disciplinary problem in your school.

Strongly agree =5; Agree = 4; Undecided =3; Disagree =2; strongly disagree =1

No	Items	5	4	3	2	1
1	Lack of student interest and negative attitude in a subject matter					
2	Inability of teachers to effectively communicate with some students					
3	Imbalance between student rights and students responsibilities					
4	Parents lack of support, guide and follow up of children.					
5	Failure of students to adhere to existing discipline, policies and orders					
6	Teachers inability to maintain discipline					
7	Political factors					
8	Un attractive School environment					
9	Harsh punitive measures					
10	Autocratic principals struggle to control learners at school					
11	Absence of consistent corrective measures by teachers					
12	The absence of role model on the side of the teachers					
13	The absence of good educational leadership					
14	Large class size					
15	Lack of advice and counseling					

Please write if there is other students' disciplinary problem practice in the school.

Descriptive Statistics			
	N	W. Mean	Std. Deviation
Sx	142	.1761	.38222
AGE	142	2.7183	1.37023
WORK	142	2.3662	1.55959
ACC.QU	142	.8028	.62159
Responsblity	142	.2958	.45801
Having a negative attitude toward school.	142	2.8310	1.27146
Interfering with work of others.	142	3.2676	1.06468
Being disrespectful toward other students.	142	2.7183	1.06102
Being disrespectful toward other teachers.	142	3.2887	1.17045
Using abusive language.	142	3.0282	1.38351
Absenteeism (truancy)	142	3.7183	1.32818
Cheating on tests	142	4.1761	1.08045
Cheating on class assignments.	142	4.2535	.64617
Chewing chat.	142	2.0563	1.25915
Smoking tobacco	142	1.9859	1.03818
Violating the school dress code.	142	3.5915	.92372
Leaving the school without permission.	142	3.0915	1.41374
Student fight each other	142	2.7183	1.25685
Deliberately destroying things/ materials	142	3.6549	1.20898
Ignoring teachers direction	142	3.0352	1.27392
Inadequate training for the school leaders	142	3.4789	1.24181
Lack of Self confidence and commitment of the school principal.	142	3.1127	1.23827
Lack of regular discussion period on disciplinary problem	142	3.6901	1.05979
Political pressure	142	3.3169	1.49405
Initiating quarrel among the students	142	2.2465	.88475
Using rough language with other students and teachers	142	3.4014	.88374
Drug use/abuse(alcohol , chat, smoking)	142	2.7254	1.22703
School curriculum is deficient in moral training.	142	2.8380	1.28072

The student disobeyed the teacher	142	3.2817	1.17519
Poor management of school	142	4.0141	1.12348
Students use cell phone during classes	142	3.5282	1.14665
Peer group influence & absence of future plan	142	3.8662	1.13130
Cheating during examination	142	3.9930	1.09477
Lack of advice and counseling	142	3.2183	1.24977
Lack of student interest and negative attitude in a subject matter	142	3.9085	1.01691
Inability of teachers to effectively communicate with some students	142	2.9296	.83918
Imbalance between student rights and students responsibilities	142	3.7958	1.06217
Parents lack of support, guide and follow up of children.	142	4.1197	.88712
Failure of students to adhere to existing discipline, policies and orders	142	3.0634	1.16214
Teachers inability to maintain discipline	142	3.0704	1.15254
Political factors	142	4.0634	1.18030
Un attractive School environment	142	3.9155	1.12668
Harsh punitive measures	142	3.0915	.89049
Autocratic principals struggle to control learners at school	142	3.0704	1.25843
Absence of consistent corrective measures by teachers	142	3.3732	1.13992
The absence of role model on the side of the teachers	142	3.1127	1.00424
The absence of good educational leadership	142	3.8803	1.34998
Large class size	142	3.6408	1.38042
Lack of advice and counseling	142	3.6761	1.55079
Valid N (listwise)	142		

Descriptive Statistics TH			
	N	Mean	Std. Deviation
Having a negative attitude toward school.	100	3.1800	1.14926
Interfering with work of others.	100	3.5900	.93306
Being disrespectful toward other students.	100	2.8800	1.13066
Being disrespectful toward other teachers.	100	3.2700	1.25412
Using abusive language.	100	3.7400	.94943
Absenteeism (truancy)	100	4.4400	.85658
Cheating on tests	100	4.6000	.65134
Cheating on class assignments.	100	4.2900	.62434
Chewing chat.	100	2.5000	1.25931
Smoking tobacco	100	2.1900	1.07021
Violating the school dress code.	100	3.9800	.68135
Leaving the school without permission.	100	3.8300	.94340
Student fight each other	100	3.3000	1.00000
Deliberately destroying things/ materials	100	4.1400	.77876
Ignoring teachers direction	100	3.4700	1.17598
Inadequate training for the school leaders	100	4.1000	.55958
Lack of Self confidence and commitment of the school principal.	100	3.6500	.99874
Lack of regular discussion period on disciplinary problem	100	4.2600	.62957
Political pressure	100	3.8000	1.37804
Initiating quarrel among the students	100	2.3500	.96792
Using rough language with other students and teachers	100	3.2900	.98775
Drug use/abuse(alcohol , chat, smoking)	100	2.9600	1.32513
School curriculum is deficient in moral training.	100	3.0400	1.42077

The student disobeyed the teacher	100	3.4900	1.18488
Poor management of school	100	4.1200	1.13066
Students use cell phone during classes	100	3.6400	1.03981
Peer group influence & absence of future plan	100	4.1300	1.10696
Cheating during examination	100	4.2800	.89983
Lack of advice and counseling	100	3.2000	1.26331
Lack of student interest and negative attitude in a subject matter	100	4.2800	.60436
Inability of teachers to effectively communicate with some students	100	2.9700	.85818
Imbalance between student rights and students responsibilities	100	3.9400	1.08078
Parents lack of support, guide and follow up of children.	100	4.3000	.83485
Failure of students to adhere to existing discipline, policies and orders	100	3.0100	1.15902
Teachers inability to maintain discipline	100	2.8200	.74373
Political factors	100	4.2600	.88329
Un attractive School environment	100	4.1000	1.11464
Harsh punitive measures	100	3.0000	.81650
Autocratic principals struggle to control learners at school	100	2.6500	.95743
Absence of consistent corrective measures by teachers	100	3.1600	.92899
The absence of role model on the side of the teachers	100	2.8200	.92529
The absence of good educational leadership	100	3.8200	1.34375
Large class size	100	3.4000	1.39262
Lack of advice and counseling	100	3.5700	1.55216
Valid N (listwise)	100		

Descriptive Statistics SL			
	N	Mean	Std. Deviation
Having a negative attitude toward school.	42	2.0000	1.16870
Interfering with work of others.	42	2.5000	.96903
Being disrespectful toward other students.	42	2.3333	.75439
Being disrespectful toward other teachers.	42	3.3333	.95424
Using abusive language.	42	1.3333	.47712
Absenteeism (truancy)	42	2.0000	.00000
Cheating on tests	42	3.1667	1.22806
Cheating on class assignments.	42	4.1667	.69551
Chewing chat.	42	1.0000	.00000
Smoking tobacco	42	1.5000	.77302
Violating the school dress code.	42	2.6667	.75439
Leaving the school without permission.	42	1.3333	.47712
Student fight each other	42	1.3333	.47712
Deliberately destroying things/ materials	42	2.5000	1.27356
Ignoring teachers direction	42	2.0000	.82639
Inadequate training for the school leaders	42	2.0000	1.16870
Lack of Self confidence and commitment of the school principal.	42	1.8333	.69551
Lack of regular discussion period on disciplinary problem	42	2.3333	.47712
Political pressure	42	2.1667	1.08012
Initiating quarrel among the students	42	2.0000	.58435
Using rough language with other students and teachers	42	3.6667	.47712
Drug use/abuse(alcohol , chat, smoking)	42	2.1667	.69551
School curriculum is deficient in moral training.	42	2.3571	.65598

The student disobeyed the teacher	42	2.7857	1.00087
Poor management of school	42	3.7619	1.07770
Students use cell phone during classes	42	3.2619	1.34454
Peer group influence & absence of future plan	42	3.2381	.93207
Cheating during examination	42	3.3095	1.21952
Lack of advice and counseling	42	3.2619	1.23089
Lack of student interest and negative attitude in a subject matter	42	3.0238	1.23936
Inability of teachers to effectively communicate with some students	42	2.8333	.79378
Imbalance between student rights and students responsibilities	42	3.4524	.94230
Parents lack of support, guide and follow up of children.	42	3.6905	.86920
Failure of students to adhere to existing discipline, policies and orders	42	3.1905	1.17366
Teachers inability to maintain discipline	42	3.6667	1.64786
Political factors	42	3.5952	1.60881
Un attractive School environment	42	3.4762	1.04153
Harsh punitive measures	42	3.3095	1.02382
Autocratic principals struggle to control learners at school	42	4.0714	1.33239
Absence of consistent corrective measures by teachers	42	3.8810	1.41770
The absence of role model on the side of the teachers	42	3.8095	.83339
The absence of good educational leadership	42	4.0238	1.37021
Large class size	42	4.2143	1.17982
Lack of advice and counseling	42	3.9286	1.53643
Valid N (listwise)	42		

Descriptive Statistics			
	N	t-value	P-value

Sx	142		
AGE	142		
WORK	142		
ACC.QU	142		
Responsblity	142		
Having a negative attitude toward school.	142	0.327	0.744
Interfering with work of others.	142	0.530	0.597
Being disrespectful toward other students.	142	0.924	0.357
Being disrespectful toward other teachers.	142	1.689	0.093
Using abusive language.	142	0.509	0.612
Absenteeism (truancy)	142	-0.234	0.816
Cheating on tests	142	-0.310	0.757
Cheating on class assignments.	142	-0.855	0.394
Chewing chat.	142	-0.141	0.888
Smoking tobacco	142	-1.910	0.058
Violating the school dress code.	142	0.580	0.563
Leaving the school without permission.	142	-1.021	0.309
Student fight each other	142	-1.264	0.208
Deliberately destroying things/ materials	142	-0.453	0.651
Ignoring teachers direction	142	0.708	0.480
Inadequate training for the school leaders	142	0.327	0.744
Lack of Self confidence and commitment of the school principal.	142	0.530	0.597
Lack of regular discussion period on disciplinary problem	142	0.924	0.357
Political pressure	142	1.689	0.093
Initiating quarrel among the students	142	0.509	0.612
Using rough language with other students and teachers	142	-0.234	0.816
Drug use/abuse(alcohol , chat, smoking)	142	-0.310	0.757
School curriculum is deficient in moral training.	142	-0.855	0.394

The student disobeyed the teacher	142	-0.141	0.888
Poor management of school	142	-1.910	0.058
Students use cell phone during classes	142	0.580	0.563
Peer group influence & absence of future plan	142	-1.021	0.309
Cheating during examination	142	-1.264	0.208
Lack of advice and counseling	142	-0.453	0.651
Lack of student interest and negative attitude in a subject matter	142	0.708	0.480
Inability of teachers to effectively communicate with some students	142	0.327	0.744
Imbalance between student rights and students responsibilities	142	0.530	0.597
Parents lack of support, guide and follow up of children.	142	0.924	0.357
Failure of students to adhere to existing discipline, policies and orders	142	1.689	0.093
Teachers inability to maintain discipline	142	0.509	0.612
Political factors	142	-0.234	0.816
Un attractive School environment	142	-0.310	0.757
Harsh punitive measures	142	-0.855	0.394
Autocratic principals struggle to control learners at school	142	-0.141	0.888
Absence of consistant corrective measures by teachers	142	-1.910	0.058
The absence of role model on the side of the teachers	142	0.580	0.563
The absence of good educational leadership	142	-1.021	0.309
Large class size	142	-1.264	0.208
Lack of advice and counseling	142	0.708	0.480
Valid N (listwise)	142		