AN ASSESSMENT OF THE STATE OF DISCIPLINE IN ADDIS ABABA SECONDARY SCHOOLS

TEST DEVELOPMENT AND ADMINISTRATION DIRECTORATE

BY

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1.5 Definition of terms

Positive Discipline
It is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children’s rights to healthy development, protection from violence, and active participation in their learning (www.enetphi.ph).

Corporal Punishment
It is defined in the United Nations Committee on the Rights of the Child General Comment No. 81 as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children, with the hand or with an implement -- a whip, stick, belt, shoe, wooden spoon, etc. It can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scolding or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). The Committee believes that corporal punishment is invariably degrading.

Schooling
The etymology of the word ‘school’ is derived from the Greek word ‘schole’, which means ‘leisure, lecture, employment of leisure for disputation’ (Barrow, 1981:33). The basic sense of school today means an establishment where learners receive instruction from educators. ‘To school’, according to Barrow (1981:33), includes a range of activities such as to educate, chastise, train, discipline and instruct in Kaboja 2014).

Truancy: This 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 labor to raise money, parenting/guarding methods of discipline, security among others.

Absenteeism: This 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.
PART ONE

An Assessment of school discipline in schools: A focus on government general secondary schools in Addis Ababa

1.1 Introduction
There appears to be a popular consensus that Students’ misbehavior in schools has become one of the issues of concern to maintain quality education. The ‘growing incidence’ of disruptive behavior is posing a challenge to everybody and needs to be tackled by every means possible, before it affects the aims of education( Cohen and Cohen, 2007:1). According to Ramsey (1994), school stands or falls on the effectiveness of its discipline. Without order, safety, and a sense of security, schools cannot work and learning will not occur. It is difficult, if not impossible, for most learners to focus on learning when they have to deal with disrespect, bullying, harassment, public humiliation, hate speech, threats or violence. Wissler and Preble (2003), in Ramsey (1994:15), maintain that a disrespectful, hurtful and threatening school climate can rob learners of their spirit, their education, their physical and mental health and sometimes their lives.

Students’ misbehaviors are actions that disrupt the teaching-learning process and create psychological and physical discomfort, harm property, and can have far reaching implications towards the achievement of educational goals. Misbehavior is seen to be a moral issue that needs to be taught and consolidated especially by parents and teachers. In this regard, Morongwa (2010:p43) suggests that, many moral values on which most people can agree to be learned that is: Honesty, nonviolence, empathy, responsibility for our own actions, tolerance, respect for authority, respect for oneself, and loyalty to family and the nation. Most of these basic moral principles, as stressed by Erena (2015), could be taught by good teachers in their classrooms on a daily basis, and strengthened by parents and the family at large.

In the views of Ramsey (1994:14) the most effective schools are those that have a safe, respectful and personalized school climate. He further states these schools are those schools where learners are engaged as learners, personally connected with peers and teachers, and empowered to actively apply their learning. Effective schools are also schools that give focused attention to the social and emotional well-being of every child, actively value each individual in
the school community, and look for ways to include all voices in the success of the school as respectful schools.

Globally, the role of student's discipline in quality education has been increasingly recognized. It is a fact that the quality of teaching has a direct influence on the quality of students' behavior and vice versa. Students, teachers and administrators should agree upon school and classroom rules and policies, these should be clear and understandable.

In recent years, behavior difficulties in schools have increased in Addis Ababa schools, and teachers seem to be unprepared to deal with the problem and the standard classroom management strategies teachers rely on does not appear to be working. However, the type of student misbehaviors and the extent of its effect have not been empirically shown.

1.2 Statement of the Problem
Schools face a number of challenges related to disruptive and antisocial students. The behavior of these students interferes with learning, diverts administrative time, and contributes to teacher burnout. If children are to be able to fulfill their learning potential good order is essential in any school. Poor and disruptive behavior in the classroom reduces children’s ability to concentrate and absorb information; and it unsettles children and causes immense stress for teachers (Byrne, 1999; Wohluter & Van Staden 2008; Kendziora & Osher, 2009 ;).

Children who are excluded from school because of their behavior underachieve academically and are at a high risk of disengagement from education and from making a positive contribution to society. Persistent poor behavior in schools can have far-reaching and damaging consequences for children and limit their horizons of growth and development (Neil; P. et.al; 2011; Wohluter & Van Staden 2008 Stein et al. 2003).

In many cases, teaching and learning have become difficult in some schools, and impossible in others, because some educators do not understand how to foster discipline in classrooms (Sonn, 1999:18). Similarly, learner discipline has become a problem in Addis Ababa schools too (Erena, 2015). Research on learner discipline problems in Addis Ababa schools has revealed that the biggest problem is how to handle students’ disruptive behaviors. Teachers are at a loss as to how to deal with ill-discipline. Studies on behavior currently done in Addis Ababa do not fully represent the nature of behavior in schools—well or bad—and the impact of that behavior upon
staff, pupils, parents and careers. It could not be possible, therefore, to come to any evidence-based or objective judgment on either the state of behavior in Addis Ababa secondary schools today or whether there has been an improvement over time, as some people might believe. This is not a problem to be ignored. Therefore, the main focus of this study is the status of discipline in secondary schools. More specifically, this study intends to find answers to the following questions.

a. What is the extent of students’ misbehaviors’ in urban secondary schools in Addis Ababa?

b. What are the causes of students’ misbehaviors’ in urban secondary schools of Addis Ababa?

c. What kinds of measures are used to combat discipline problems in secondary schools?

d. What should be done to minimize students’ misbehavior in secondary schools of Addis Ababa?

1.3 Significance of the study

This research might benefit both the schools and the academic community. The schools might use the findings of this study to solve their problems and better enforce plausible strategies to overcome disciplinary problems in secondary schools. The results of the study can also fill the gap in literature by identifying the critical success factors of managing student disciplines in one school that can be replicated in other schools, including the private ones. The researcher also believes that the study is of importance to the policy makers to make appropriate interventions in the implementation of proper school disciplinary measures in line with the expected outcome of the growth and transformation strategy.

1.4 Delimitation of the study

The study was delimited to secondary schools since students in this level are in the age of puberty, and disciplinary situations seem to be worse because the learners as adolescents, now become aware of their rights namely; to privacy, to freedom of belief, opinion, and expression, among others. The problem now is reported to be rather alarming and jeopardizing the administration of the secondary school. Thus, the scope of the study is narrowed down to general secondary schools in Addis Ababa.
PART TWO

Literature Review

2.1 Conceptual of Discipline

The word discipline has its origins in Latin “Disco means to learn and discipline refers to the communication of knowledge to the learner” (Education Department, 2007). To discipline means that educators must exercise their authority in the best interest of the learner with emphasis on the development of self-control, independence and maturity. Discipline should, at all times, be firm, consistent and positive. The concept of discipline has been defined in a number of ways. According to Rosen (2005:p1) discipline is a branch of knowledge or learning, a training that develops self-control, character, orderliness or efficiency, it is a strict control to enforce obedience and it is a treatment that controls or punishes, a system of rules. Discipline is also a specific means used to punish offenders which is training through suffering, so it is a polite substitute for punishment. Punishment is therefore regarded as a positive force used to maintain and bring desirable law and order in the school, because a school exists to be of valuable service to students, teachers, parents and community (Klein, 1985).

According to Were (2006) the word discipline means a system of guiding the individuals to make reasonable decision responsibly. It is also action taken by adults to help a child change his or her behavior. Markey (1997) adds that true discipline imply sincere love for one another being disciplined, and it also means the ability to discern what is right and to have some facility to do it. He states that discipline should occur in an atmosphere devoid of fear or resentment and to be handled in polite and firm manner.

Mabeba and Prinsloo (2000:34) refer to discipline as learning, regulated scholarship, guidance and orderliness. To discipline means to instruct a person or animal to follow a particular code of conduct, or to adhere to a certain order. Kapueja I. (2014) views discipline as a two way process, an act of fostering behavior by means of guidance, encouragement, injunctions and a set of expectations or behavioral prescriptions. It is an establishment whereby learners receive instructions from educators. Discipline also refers to methods of modeling character and teaching self-control and acceptable behavior. According to a Biblical perspective, discipline is a positive
phenomenon denoting guidance. A disciple or learner must be led to follow the right way (van Dyk, 1997:40; van Dyk, 2000:64) (in Kapueja, 2014).

Discipline is viewed as a two-way process. On the one hand, it is an act of fostering behavior by means of guidance, encouragement, injunctions and a set of expectations or behavioral prescriptions (Doming and Thembela, 1985; Yssel, Engelbrecht, Griessel, Verster and Minnaar, 1985; Engcobo, 1986). On the other hand, discipline refers to an individual state of mind, demonstrated through the exercise of a sense of will to appropriate or accept guidance and a set of expectations which assist in personal and social development (Duminy & Thembela, 1985; Mussazi, 1986).

The maintenance of school discipline is one of the frequent problems faced by most teachers and school leaders globally. This is no exception to Addis Ababa. Teachers and school leaders view school discipline as means to maintain a safe school environment by means of punishment, pain and fear, and this has a negative connotation as far as behavior management is concerned. It has to do with correction of a wrong doer at home, in the school or at the work place. On the whole, the concept ‘discipline’ refers to an act of instructing learners to adhere to school rules and regulations.

2.2 Historical Background

School discipline has not followed a linear path, as attitudes towards physical punishment and other nonphysical approaches have shifted back and forth. However, The earliest documentary reference to discipline in an educative and teaching context may be found in a Sumerian script dating from approximately 2000 years before Christ (Kruger, 2002:55-90) in Kapueja; I. (2014). The maintenance of discipline seems to have been liberally meted out for a variety of offences including slovenliness, lack of punctuality, talking in the classroom, poor handwriting and doing something without permission (Kramer, 1949 & 1963).

The history of disciplining the child goes as far back as the B.Cs where the experience of the Greek civilization is worthy to mention. Although Athens placed the highest priority on the individual freedom of its citizens, Educative discipline at home and at school was directed at absolute obedience to authority. Consequently, corporal punishment became a common phenomenon, and its aim differed from that of Sparta in that it was not used to toughen the body
but rather to pursue what was good, and to negate what was bad and dishonorable (Kruger, 2002:67) in Kapueja (2014).

In lieu of the above, Socrates (469-399 BC) believed that an inferior education was responsible for the wrongful characteristics and customs of pupil. Education was the only way people could be molded into accepting self-discipline and voluntarily meeting their responsibilities as citizens (Plato: Apology & Charmides, 17c).

A student of Socrates, Plato (427 – 347 BC), viewed education as a matter of disciplining children. Students were to be disciplined into the virtues of justice, self-control, courage and good judgment (wisdom) because these virtues were necessary for someone to become an exemplary citizen (Plato, Laws, V111,).

According to Aristotle (384 – 322 BC), in Kapueja; I. (2014), children should be disciplined to accept authority because someone who voluntarily accepts authority is able to make the right moral decisions, and this makes him/her an obedient citizen, competent to act as a ruler. Aristotle also believed that problems with discipline could be rectified with the aid of suitable punitive measures (including corporal punishment), but that the punishment should be fairly and justly applied (Aristotle, Politics, 1332b and 1333a).

With the rise of Christianity and under the influence of the Roman Catholic Church, the educative system became strongly religious. The Roman Catholic Church, as the leading authority, had no problem with corporal punishment. It argues that the precepts in the Old Testament clearly state that the rod is the best means of purifying a child’s body and soul. (The Bible: Proverbs; 22:15).

Discipline in Ethiopian schools went through similar trends as above. As we all know, the history of education in Ethiopia goes as far back as the fourth century. This was closely associated with the introduction of Christianity to the country in the fourth century, and this marked the founding of the Ethiopian Orthodox Church (Pankhurst, 1955). Since then, the Orthodox Church took the lead in expanding Christianity and the Amharic scriptures’ together with the Geez language in opening church schools that step by step evolved from the weekend religious teaching programs.
While church education programs have been operational in most of the orthodox churches long ago, they step by step gave rise to village schools (Wagaw, T.1956). It was in these village schools that the priests and monks began teaching Amharic alphabets and religious scriptures to children of the nobility (Pankhurst, 1955). Strict discipline has been exercised in these schools and corporal punishment has been widely applied when a child misbehaved. This continued through the Middle Ages until well into the eighteenth, nineteenth and even the twentieth centuries, where corporal punishment have been relentlessly and mercilessly applied.

### 2.3 The nature of misbehaviors in schools

Studies have distinguished a list of disciplinary problems. Defiance of school authority; Class disruption; truancy; fighting; use of profanity; damaging school property; dress code violations; Theft; and leaving campus without permission are some to be mentioned (Rosen, 1997). McManus (1995) lists several types of misbehaviors which make the work of educators a challenging task. 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; and leaving class early.

According to David (2002), Student misbehaviors in schools include among others, physical assault on a colleague by a pupil, vandalism to school property, extortion, theft of teachers' property, physical bullying of child/children, late coming, talking out of turn, lying, cheating, not following reasonable instructions, (e.g. does not work in class), Physical assault of peer learners (fighting, throwing of objects, etc.), Sexual misconduct in which learners are the perpetrators, threatening of peer learners or educators, disruption of school program through rebellion and demonstrating without permission, carrying dangerous weapons, bringing weapons onto school grounds, threatening people with weapon, deliberate assault of persons with weapon, possession of drugs on school grounds, involvement in crime and Sexual assault (rape).

Researchers (Ibid) categorize these misbehaviors’ as high level and low-level depending on the consequences that could result. Misbehaviors’ related to theft, dealing with weapons, drugs,
sexual assault, violence, fighting, and crime are said of high level while the rest were labeled as low level student misbehaviors’.

On the whole the lists of students’ misbehaviors’ in schools are inexhaustible and multifaceted. In the present technological age, as students have easy access to the internet, Facebook, cellphones, etc. unprecedented practices and misbehaviors could emanate among teenagers in schools. However, the emphasis should be on Learning about Students, building a trusting and caring relationship between the teacher and students, one that promotes good behavior and prevents misbehavior, can be challenging, but it can have its rewards as well, such as making the teaching more enjoyable and improving students’ learning.

2.4 Possible Sources of student misbehavior

2.4.1 The School

According to Bazemore (1997 in Olaitan T. ET, al; 2013,) safe and supportive school environments depend on students, staff and parents demonstrating mutual respect. In other words, all members of the school community students, staff and parents must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001). In addition, every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. Schools have the power to enforce these rules by using discipline or punishment.

According to Rowne (2005) the focus of the school/classroom is education. Learner behavior often displays a lack of understanding of this and cause disruption in the classroom where education is provided. It is, however, the task of the educator/teacher to manage his or her classroom within the framework of the school’s policy and to create a culture of positive behavior so that maximum learning can take place. In the classroom, the teacher works with developing young people who are continually testing boundaries in order to develop their personalities. These factors are stressful and challenge the teacher to take responsibility for the development of coping skills.
Teachers mostly blame students for classroom misbehaviors. In this connection, Edwards (2008) states that teachers usually consider students to be the source of school discipline problems when they themselves can invite discipline problems by: a) Misunderstanding learning conditions and requiring students to learn information that is not meaningful to them. b) Failing to encourage the development of independent thinking in students; c) establishing rigid conditions for students to meet in order to feel accepted; d) Sponsoring a competitive grading system that prohibits success for the majority of the students, and erodes their self-concept; e) exercising excessive control over students, f) failing to provide an environment in which children can become autonomous and independent; d) using disciplinary procedures that promote misbehavior (in Kapueja 2014)). Edwards (2008:10) believe that much behavior should be looked on as normal reaction by children to deficiencies in the school as an institution and to teachers and administrators as directors of the educational enterprise. According to Varma (1993:31), disciplinary problems arise when learners, set about frustrating educators from attaining the task for which they have been employed.

In the modern world, there is a shift of focus in the effective management of learner behavior. This entails the development and management of positive relationships between children and between children and teachers/adults (Save the Children, 2015). A climate of trust and understanding of each other is essential as a basis for the building of relationships and it must be developed and implemented by the whole school and class. If this is the case, mutual respect, caring, knowledge of each other’s feelings, an “I belong”-feeling and the willingness to take responsibility for own actions and deeds can be achieved more easily. Schools have an important task to teach children to differentiate between acceptable and unacceptable behavior.

Opportunity must also be given for the development of insight and learning. In a positive school situation a breaking of school rules is therefore viewed as not only a negative action towards the school, but also a negative action towards fellow learners and teachers and the disruption of mutual relationships. In a positive school climate, school rules are instrumental to the whole development of the learner. The strategy for positive behavior leans heavily on the principles of Courage, which are basically the following: a) “I belong”; b) “I am achieving”; c) “I am independent”; d) “I am generous”. This developmental approach focuses on allowing children the opportunity to grow in them. Through this, they experience themselves positively and they

The peer group influences mostly in schools, what the child values, knows, wears, eats and learns. The extent of this influence however depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 1998; Hart up, 1983). There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behavior in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Perry, 1987). Douge (1993) indicated that poor peer relationships were closely associated with social cognitive skill deficits.

**2.4.2 The Home**

Home experience is critical for student discipline in schools since Parents are primary educators or primary sources of values for children. They are responsible for giving guidance to and instilling values in their children. Parents are supposed to be role models that children look up to (Kapueja, 2014). Two factors that place a student at risk of misbehavior and dropping out of school are no parental involvement and low parental expectations (UNESCO, 2015).

In the modern world like ours, where both parents are the bread winners for the family, children return to empty homes after school (Codington, 2000:31); there is no role-model to help children with issues that they have experienced during the day, and also no authority figure to discipline them if necessary. Codington goes on to say that this situation leads to poorly disciplined children/learners who are apathetic towards authority.

Research suggests that parents use a teacher’s knowledge of a particular child’s personality or interests as a screening device. They are more willing to hear a range of feedback about a child if they feel the teacher knows what is special about the child. Parental involvement has a positive effect on children’s achievement and is the most accurate predictor of a student’s success in school (UNESCO, Opcit). Some of the benefits of family involvement are: Students achieve more, regardless of their socioeconomic status, ethnic/racial background, or parents’ educational statuses, Students have better attendance. Students complete homework more consistently, Students exhibit more positive attitudes and behavior (Wells, S.E, 1990). Moreover, and
especially among children who chronically misbehave in class, a parent-teacher-student conference often puts an end to students who play the school against the home, and parents against the teacher.

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

2.4.3 The student

Children usually misbehave for a reason. Some of the most common reasons that are believed to contribute to misbehavior are: the work may be too easy or too hard for the student, the work is not interesting and the student is bored, the teaching methods may not fit the student’s learning style, the student may not be prepared, the expectations are unclear or unreasonable, the student has poor social skills, cannot communicate well with you or others, or has low self-esteem (Albert, L. 1989; McDaniel, Thomas R. 1986).

All of the above reasons may cause students to become discouraged, and misbehaving students are discouraged students. They do not believe they can belong in useful ways. Therefore, they seek to belong through misbehavior. In addition to the above reasons, it is also believed that children misbehave to reach four goals, namely: 1. Attention, 2. Power, 3. Revenge, 4. Avoidance of Failure or Inadequacy (UNESCO; 2004).

Poor health can cause misbehaviors. Children do not learn well if they are ill, hungry, or malnourished. Usually these children are from poverty-stricken families who are fighting on a daily basis just to survive. Illness and hunger reduce a student’s attention span and drastically affect his or her achievement levels. Low achievement levels can lead to feelings of inadequacy and failure, which can lead to misbehavior. The first action is to establish school feeding for learning programs that provide regular, nutritious lunches or snacks. These may benefit girls, in particular. Community women’s groups or other local organizations can prepare these lunches or snacks as has been done in some of the primary schools in Addis Ababa. (UNESCO; 2004; Albert; L. 1989; Dreikurs; 1987).
Especially, some children and girls may have many household duties to perform before school starts, such as caring for younger siblings, cleaning the house, collecting fuel, preparing food, and tending animals. Thus, they may have very little time to do homework, may come to school late, and may sleep in class. These are not behavioral problems, but responses to their family situation. Consequently, discipline probably will not correct the child’s behavior. Rather, other strategies will need to be pursued to try and help the child work in the home as well as learn, such as giving extra attention during class time; giving little to no homework and, if given, providing time to complete it in school; encouraging students to help each other in completing assignments (peer-to-peer learning); and giving additional time for tutorials, possibly in the home (USAID, 2003; UNESCO, 2004).

The need to work can be the source of disciplinary problems. Children who feel that they should be at home, or elsewhere, helping their families to earn a living may not want to be in class and may use misbehavior as a means of escape. Their interest is on providing their families with immediate assistance, rather than viewing their education as a long-term way to ensure their families’ economic future. For these children, they need to be shown how their learning and good behavior may actually improve their work prospects.

A good strategy is to invite parents or respected community members with special knowledge or skills to be resource persons in the classroom. They can teach the children about their specialty, how it relates to what they are learning in class, and the value of education in the long-run. (UNESCO. 2004: Bangkok, 2004; Morrel, 2001:294).

Fear of violence when going to and from school, as well as at school and in the classroom (in the form of corporal punishment or bullying), may cause some students to become withdrawn and not participate in class. It also takes a heavy toll on their self-esteem and raises their sense of inadequacy.

Actions that can be taken could include: assisting children and community members to map where violence occurs on school grounds, as well as in returning to or coming from home. It is essential to work with community leaders and parents to establish “child watch” activities, where responsible teachers, parents, or other community members watch over areas of potential or high violence within and outside of school. The school will also need firm and enforceable policies.

2.4.4 The Curriculum
The relevance of the curriculum to learners’ needs also influences discipline at school. Besag (1991) maintains that learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. In a research done by Raven (in: Besag 1991), it was ascertained that learners engage in several forms of deviant behavior if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society. Dove ton (1991) indicates that deviant behavior is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities.

Alexander and Carla (1995:2) believe that small classes have a positive effect on student behavior. In addition to small classes, the authors also recommend that schools that are smaller and whose curriculum is easy to adjust may contain programs aimed at prevention of ill-discipline and such programs may be those that can promote social and cognitive skills in learners.

2.5 Management of learner behavior

2.5.1 Corporal punishment
Corporal punishment is popular amongst educators teaching in church as well as in government and community schools. Jacobson et al.(2013) indicate that this popularity may be attributed, amongst other things, to high levels of authoritarianism usually associated with religious dogmatism and the acceptance of violence as an embodiment of masculinity in patriarchal countries in Africa. (DE Wet; 2003:685) and Ethiopia during the previous years. Corporal punishment as a means of controlling learner misbehavior is largely prohibited in schools globally.

Many teachers in Addis Ababa probably would have resorted to some form of severe punishment. Two types of severe punishment that can occur separately or together are corporal punishment and emotional punishment (UNESCO, 2004). Both are forms of violence against children that violate their rights as human beings to respect, dignity, equal protection of the law,
and protection from all forms of violence. Corporal or physical punishment, and the threat of it, occurs when a teacher, parent, or caregiver intends to cause physical pain or discomfort to a child, usually in order to stop a child’s misbehavior, to penalize him or her for Positive Discipline in the Classroom.

Increasingly around the world, corporal punishment is illegal – and is not conducive to better “learning”. What constitutes corporal punishment varies across – and within – cultures, and it includes, for example: hitting the child with the hand or with an object (such as a cane, belt, whip, shoe, book, ruler, etc.); kicking, shaking, or throwing the child; pinching or hair pulling; forcing a child to stay in uncomfortable positions, forcing a child to undergo excessive physical exercise or forced labor; burning or otherwise scarring the child; and forcing the child to eat foul substances (such as soap (Ellen B. 2005).

While corporal punishment is meant to cause physical pain, emotional punishment is meant to humiliate the child and cause psychological pain. Similar to negative verbal punishment, but much more severe, it can include public ridicule, sarcasm, threats, name-calling, yelling, and commanding, or other humiliating actions, such as denying a child clothing or food or forcing them to stay in undignified positions for everyone to see and comment on. (http://www.middleweb.com/ msdiaries01/MSDiaryEllenB6.html [accessed online on 12/19/2017]).

2.5.2 Reward and motivation
Disruptive pupils in the classroom have long been a problem (Eagleton, 2001). Thus, the suggestion of a behavior modification approach takes its starting point from the recognition that the behavior which is acceptable tends to be rewarded while those types of behavior that receive no reward tend to be eliminated. This is why Dadisman, Manahan and Quads (1990) say that reward and punishment are techniques of control. Cowley (2001) argues that if problem behavior occurs because of particular antecedents and consequences, it can be made to occur less by changing those conditions.

More so, Fontana (1985: 122) writes about the cognitive approach to the problem of disruptive behavior. The cognitive approach deals with the question of motivation, interest and life goals. If levels of motivation and interest are high, then learning takes place more readily. Although
individuals may vary, in most cases where children are allowed or given chance to manage themselves by, for example, choosing own leaders to monitor noise levels and task completion, they will behave better.

### 2.5.3 Rules /code of conduct /

The effective inculcation of discipline in schools or classroom is dependent on certain rules. Rules for behavior are needed to set limits on what can or cannot be done. According to Chaplain (2003:140-141), the goal pursued with rules for the classroom and the whole school is a safe environment and good working relationship. Rules should be clear, achievable and be subject to the school policy and government regulations. Rules can be for prevention and also, after the act of misbehaving, prescribe the consequences of the offence in relation to its seriousness. Chaplain (2003: 150) says that the rules in schools are mostly rules that relate to ‘teacher - pupil and pupil - pupil relationships’. The code of conduct of a school can maintain or improve an existing positive learning situation. It can reduce the task of using tough disciplinary actions or measures against misbehaving learners. The aim of the code of conduct should be to maintain the ‘disciplined and purposeful school environment that exists at school’ (p: 21). The code of conduct should set standards of moral behavior, promote self-discipline and constructive learning and be based in mutual respect and tolerance. A successfully implemented or enforced code of conduct can contribute to good school discipline.

### 2.5.4 Use of Parents

According to Mercure (1995:1-2), a list of alternatives to discourage misbehavior used in schools includes the use of parents. A principal can invite parents to school to ‘literally baby-sit’ children who are unruly. During their stay at the school their children can recite or repeat the schools’ attitude pledge or whatever is about the schools’ basic rules with an aim of building collective involvement of external publics into school management affairs. Bianca (2002) says that the emphasis should be on the responsibilities of parents towards their children’s attendance and behavior in school. Parents and schools need to draw up and agree on strategies that contain clear expectations from learners towards attaining acceptable behavior. This home-school approach can achieve good outcomes, and parents should always be informed about their children’s behavior patterns.
2.5.5 Modeling
Burgess (1988) is of the opinion that parents and teachers should reinforce behaviors that are compatible with any desirable behavior in children through being exemplary. This is because children normally expect from adults a type of behavior that is characterized by good manners and a helping hand to others. Docking (1996) agrees that a teacher should at all times be exemplary in being responsible and committed to people around him or her because children, in general, worship their heroes and imitate those whom they appreciate and admire.

2.5.6 Exclusion
Withdrawing 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. As corporal punishment, exclusion has become unlawful in many countries (USA; UK; Australia; etc.) and thus; teachers have to look to other methods of ensuring appropriate standards of learner behavior. Most Australian education authorities have passed regulations providing principals with the power to exclude misbehaving learners from their schools (Kapueja I., 2014). This power includes suspension and, in worst-case scenarios, expulsion. There are restrictions on the number of days for which a principal can suspend a learner, and any expulsion is at the discretion of the education authority itself (Slee, 1995).

2.5.7 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, e.g. “Saturday detention” held at some US and UK schools. In the UK, the Education Act 1997 obliges a school to give parents at least 24 hours’ notice of a detention outside school hours. In relation to detention certain restrictions are imposed on schools as to when this might be exercised. While this has disadvantages, such as a teacher having to be present, it also has the distinct advantage of emphasizing to parents that their child has not been behaving appropriately, and the detention serves to involve the parents in the reformatory process(Ibid).
2.5.8 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.

In general, an educator can work proactively in terms of discipline and avoid disciplinary measures by: (a) Being well-prepared for lessons (b) Exercising self-discipline (c) Involving learners in the initial establishment of classroom rules; (d) Being consistent in the application of the rules; (e) Building positive relationships with learners and (f) Ensuring that learners are stimulated.

In all institutions of learning, discipline is very important because it trains individuals to develop responsible behavior leading to self-disciplined person. Discipline exposes students to the art of self-control, and social chaos can only be avoided if restraints are built into the character of students (Were 2006). Discipline exposes children to ways of handling the challenges and obligations of living and equips them with the personal strength needed to meet the demands imposed on them by the school and later in adult responsibility (Were, 2006). Discipline makes it possible for parents to pass their values and attitudes to their children in an atmosphere of genuine love. It also stimulates tender affection possible by mutual respect between parents and children, between children and teachers. Were (2006) believes that teaching children to be disciplined allows the live, humanity, and divinity of God to be introduced.
PART THREE

Design and Methodology

3.1 Design
Mixed methods’ research design was utilized in this research. The advantages of this design are that it uses the quantitative and qualitative approaches in combination to provide a better understanding of research problems than either approach alone (Ivanovo, et al., 2007:5). Both are valuable to social research theory and practice, and that knowledge can be gained through both the capacity to reason and sensory experiences (Kumar, 2014:18). Moreover, the design was descriptive in nature since this type of research is concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation. In this study, school discipline was the situation under investigation. The design was preferred since it is carefully designed to ensure complete description of the situation, making sure that there is minimum bias in the collection of data and to reduce errors during interpretation.

3.2 Population
The target population of this study was students and teachers in the government general secondary schools in Addis Ababa. The list which contains the population of students and teachers in Addis Ababa schools was secured from Study and plan directorate of the education bureau (EMIS, 2017/). Therefore, EMIS data formed the census inquiry to determine the sample size.

3.3 Sample frame
The study adopted a census approach in which case the total number of students and teachers in the general secondary schools in the year 2017 (63,737) were secured from general secondary schools as a framework from the EMIS data. To determine the sample size, Yamane’s (1967) probability sampling formula, where $N$ denotes the population size, (63,737 students and teachers) $n$ represents the sample size, and $\alpha$ represents the level of desired precision ($\alpha = 0.05$) was utilized. The sample size was determined as follows:

$$n = \frac{N}{1+N(\alpha^2)} = \frac{63737}{1+63737(.0025)} = 400$$
Once the total sample size was known the next step was to estimate the number of sample students and sample teachers to be drawn from each sub city. To do so, it was decide to take equal number of teachers and students from each sub city as the issue of school discipline concerns both of them.

In total, 400 students and teachers participated in filing questionnaires’. From each sub city, one general secondary school was randomly selected as subjects of the study. In addition 5 focus group discussions were done with secondary school principals.

### 3.4 Instrumentation

A self-constructed two types of questionnaires’ were prepared: one for students and the other for teachers. In addition, Interview guides for focus group discussions were utilized. The validity of the questionnaires’ were tested by making sub city professionals respond to them and provide corrective feed backs at face value.

### 3.5 Data collection procedures

Primary and secondary data were collected for the study. Primary data were collected through questionnaires which contained both closed and open ended items, focus group discussions, and interviews. This was expected to facilitate collection of accurate information and clarifying them appropriately. On the other hand, secondary data was collected using reviews from both national and international documents as well as research literature. The literature and related documents were collected from various sources such as library references, journals, and articles, and any other relevant documents. The questionnaire were developed and circulated to respondents by the curriculum core processes heads of sub-cities. The questionnaires were preferred because of its ability to collect data from a large group within a short time period.

### 3.6 Data Analysis and presentation

Based on the nature of the questionnaires, both quantitative and qualitative data was generated. The quantitative data collected was coded using computer software called Statistical package for Social Scientists (SPSS). The coded data was generated in table form and cleaned and systematically organized in tabular form according to emerging patterns that facilitated analysis using the statistical package for Social Sciences (SPSS). Quantitative analysis was presented
through tables, graphs, means and inferences made from them. Tests of relationships among the dependent and independent variables were made depending on the nature of the data. Qualitative data was operationalized by categorizing, and recombining evidences to address the research questions by concocting the findings to the quantitative study.
PART FOUR

4.1 Analysis and interpretation of data

The empirical data that was elicited from the respondents by means of the items that were part of the questionnaires and interviews are being presented, analyzed, and interpreted in this chapter. Responses were being rated against the four point rating scale/and or the yes or no response category. This is shown below (table 1).

Table: 1 the values of scales

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

All the items in the questionnaire were coded against the above scales and entered to computer software called statistical package for social scientists (SPSS). The data was rechecked and organized in tables and figures. Presented below are statistical tables drawn up from the responses to the questionnaires together with brief analyses and interpretation of the data.

Table 2: Gender of respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>Male</td>
<td>144</td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>198</td>
</tr>
</tbody>
</table>

In table 2 a total population of 395 (N=395) responded. The table clearly showed the gender of the respondents. In this table it was shown that 72.7% of the respondents were male teachers while 27.3% were female teachers. This confirms that more male teachers work in secondary schools in Addis Ababa. The table also reveals that 42.6% of the respondents were male students while 57.4% of the respondents were female students. This indicates that more girls attend secondary schools in Addis Ababa.
Table 3: Age group and grade level of respondents (students)

<table>
<thead>
<tr>
<th>Age</th>
<th>Amount</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;15</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td>15-18</td>
<td>187</td>
<td>93.5</td>
</tr>
<tr>
<td>&gt;18</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 reveals that secondary schools in Addis Ababa are overwhelmed by students whose age ranges from 15-18 years (93.5%), and 4% are below 15 years. The response shows that a large number of the students are in the proper secondary school age range in Addis Ababa. Besides, the number of students in both grade levels appear to be nearly equal (49.5% and 50.5% respectively), confirming the fact that equal number of students responded to the questionnaire.

Table 4: Teachers’ Qualification.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No. of respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>187</td>
<td>93.5</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>199</td>
<td>99.5</td>
</tr>
<tr>
<td>Missing system</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Have Degree level education. A few of the secondary school teachers hold Masters Degrees. The degrees qualify teachers to teach in the secondary schools of Addis Ababa as they have acquired the skills necessary for the level.
Table 5: Year of service (teachers)

<table>
<thead>
<tr>
<th>Service</th>
<th>&lt;10 years</th>
<th>10-11 years</th>
<th>11-20 years</th>
<th>21-30 years</th>
<th>&gt;30 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>108</td>
<td>52</td>
<td>6</td>
<td>14</td>
<td>14</td>
<td>194</td>
</tr>
<tr>
<td>%</td>
<td>54%</td>
<td>26%</td>
<td>3%</td>
<td>7%</td>
<td>7%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Table 5 presented the teaching experience of respondents. About 80% of the respondents have served up to 11 years, and of these 54% served less than 10 years. The data reveals that the majority of teachers have less service years in the profession. Quite a few teachers served for more than 20 years (14%). It is to be noted that those teachers who served for less than 10 years could face difficulties in managing discipline in the classroom.

The first question presented to respondents was stated as “are there discipline guidelines in your school?” In response to this item

Table 6: School code of conduct

<table>
<thead>
<tr>
<th>Response category</th>
<th>Teachers</th>
<th>%</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>183</td>
<td>92</td>
<td>188</td>
<td>94</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>8</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>198</td>
<td>100</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6 presents information related to the presence of school code of conduct. The information contained in the table reveals that the highest percentage of both teachers and students (92% and 94% respectively) confirm the presence of school code of conduct in their respective schools. Only a few percentages of respondents, both teachers and students, said that the school code of conduct does not exist.
Table 7: Respondents knowledge of code of conduct

<table>
<thead>
<tr>
<th>Respondents knowledge of school code of conduct</th>
<th>Rating</th>
<th>Very low</th>
<th>Low</th>
<th>High</th>
<th>Very high</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>4.5%</td>
<td>35%</td>
<td>40%</td>
<td>14%</td>
<td>93.3%</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>9.0%</td>
<td>34%</td>
<td>45.0%</td>
<td>10.5%</td>
<td>98.5%</td>
<td></td>
</tr>
</tbody>
</table>

Key: T=teachers, S=students

Nearly half of the respondents confirm that they have knowledge of the school code of conduct; but a considerable number of both category of respondents (39.5% teachers and 43% students) indicated that they have low knowledge of the school code of conduct. Thus respondents seem to be divided regarding knowledge of the school code of conduct.

To identify the kind of indiscipline behaviors’ occurring in secondary schools, respondents were asked to respond to a given list of 15 behavioral problems. The results obtained are presented in table 8 above. The most common discipline problems in secondary schools, as indicated by both

Table 8: Discipline problems encountered in secondary schools

<table>
<thead>
<tr>
<th>N.o</th>
<th>Discipline problems</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>%</td>
</tr>
<tr>
<td>4.1</td>
<td>Improper dressing</td>
<td>166</td>
<td>83.0</td>
</tr>
<tr>
<td>4.2</td>
<td>Late coming</td>
<td>188</td>
<td>94.0</td>
</tr>
<tr>
<td>4.3</td>
<td>Absenteeism</td>
<td>185</td>
<td>92.5</td>
</tr>
<tr>
<td>4.4</td>
<td>Not doing tasks</td>
<td>179</td>
<td>89.5</td>
</tr>
<tr>
<td>4.5</td>
<td>Poor attention</td>
<td>174</td>
<td>87.0</td>
</tr>
<tr>
<td>4.6</td>
<td>Cheating</td>
<td>185</td>
<td>92.5</td>
</tr>
<tr>
<td>4.7</td>
<td>without text books</td>
<td>166</td>
<td>83.0</td>
</tr>
<tr>
<td>4.8</td>
<td>Frightening</td>
<td>96</td>
<td>48.0</td>
</tr>
<tr>
<td>4.9</td>
<td>Gambling</td>
<td>27</td>
<td>13.5</td>
</tr>
<tr>
<td>4.10</td>
<td>Fighting with peers</td>
<td>96</td>
<td>48.0</td>
</tr>
<tr>
<td>4.11</td>
<td>Fighting with teachers</td>
<td>83</td>
<td>41.5</td>
</tr>
<tr>
<td>4.12</td>
<td>Smoking</td>
<td>50</td>
<td>25.0</td>
</tr>
<tr>
<td>4.13</td>
<td>Drinking</td>
<td>63</td>
<td>31.5</td>
</tr>
<tr>
<td>4.14</td>
<td>Carrying weapons</td>
<td>21</td>
<td>10.5</td>
</tr>
<tr>
<td>4.15</td>
<td>Using drugs</td>
<td>37</td>
<td>18.5</td>
</tr>
</tbody>
</table>
teachers and students, include: late coming (94% and 92% respectively), cheating (92.5%),
truancy (92.5% and 86.5%), not doing classwork’s/home works (89.5% and 64.5%),
inattentiveness in the classroom (87% and 72% respectively), and not bringing textbooks to the
classroom (83% and 64.5% respectively). Table 8 further shows the additional problems like
fighting and frightening peers and teachers (48% and 41.5% respectively), smoking (25% and
36% respectively), drinking and using drugs and carrying dangerous weapons in schools (31.5%,
18.5%, and 22.5% and 13.5% respectively). On the other hand, a few of the respondents,
including teachers and students, indicated that some of the discipline problems do not exist or
their existence is limited; like fighting, smoking, drinking, gambling, carrying weapons and
using drugs (50.5%, 56.0% 10.5% and 18.5% respectively). These disciplinary problems appear
to be less prevalent when seen in relation to the magnitude of the responses, but this does not
mean that schools can afford to be complacent. Educators need to be careful always.

The information obtained from focus group discussion with the school leadership and key
teachers regarding the type of discipline problems that exist in secondary schools conforms to the
data in table 8. They reported that strange hair style, informal wearing style, drinking alcohol in
the class room and in the school compound, smoking cigarette in the school compound,
missing classes, bringing every person from anywhere as their parents. They added that
students stand for their right but forget to meet their obligations. Some of them tell false
information about the school to their parents.

Similarly, students, on the qualitative part of the questionnaire reported that disciplinary
measures taken are not in accordance with the guidelines but depend on the feeling of the
teachers and the leadership. Sometimes the school administration is lenient to take consistent
disciplinary measures. Students underlined that they lack hope as those who graduate from
higher institutions are back home without employment and this has made most of the students to
hate to learn and commit themselves to activities like home/class works and even to study for
tests and examinations.

Discipline problems can have root causes which could be internal or external. In this regard an
attempt was made to investigate the causes of indiscipline in secondary Schools. Figure one
Figure 1: Causes of indiscipline

above shows the ranking of the causes of discipline problems by their frequency. The highest ranked cause of discipline was unfavorable school environment, followed by home environment as the second ranked cause for discipline problem. Negative peer pressure was ranked as the 3rd while media influence was ranked as the fourth and the last cause for secondary students discipline problems. The data obtained from focus group discussions revealed that young teachers are sometimes the causes of indiscipline in the schools. They show strange hair styles, wear torn trousers, and create friendship with students and sometimes it becomes difficult to manage the situation.

Since one of the main objectives of the survey was to assess the state of indiscipline in secondary

Table 9: Seriousness of discipline problems

<table>
<thead>
<tr>
<th>N.o</th>
<th>Discipline problems</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>%</td>
<td>NS</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Late coming</td>
<td>164</td>
<td>82</td>
<td>35</td>
<td>17.5</td>
</tr>
<tr>
<td>2</td>
<td>Hating to learn</td>
<td>175</td>
<td>87.5</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Fighting</td>
<td>60</td>
<td>30</td>
<td>134</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td>Using drugs</td>
<td>54</td>
<td>27</td>
<td>139</td>
<td>69.5</td>
</tr>
<tr>
<td>5</td>
<td>Carrying weapons</td>
<td>38</td>
<td>19</td>
<td>153</td>
<td>76.5</td>
</tr>
</tbody>
</table>
schools, respondents were asked to rate the seriousness of discipline problems in their schools based on a 2 dichotomized scale (1=not serious, and 2=serious). The majority of the respondents (87.5% Teachers and 71% students) felt that hating to learn and late coming (82 percent and 84.5 percent respectively) were quite serious disciplinary problems in their schools while fighting, using drugs, and carrying weapons (67%, 69.5%, and 76.5% respectively) were reported to be moderately serious by teachers. Similarly, 42.5%, 44.5% and 55.0% of the students confirmed that fighting, using drugs and carrying dangerous weapons respectively exist in schools and appear to be serious problems in their schools. However, the mere existence of either of these discipline problems, irrespective of their magnitude, can cause severe damage to peaceful teaching and learning in schools. Therefore it is safe to say that the aforementioned discipline problems are all serious problems in secondary schools and need careful attention.

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. In this regard both teachers and students were asked to indicate how discipline problems are managed in their schools (table 10).

### Table 10: Measures taken for indiscipline in secondary schools

<table>
<thead>
<tr>
<th>Discipline measures</th>
<th>Dealing with parents</th>
<th>Corporal punishment</th>
<th>Physical labor</th>
<th>Temporary exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>147</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td>73.5</td>
<td>2.5</td>
<td>1.5</td>
<td>3.0</td>
</tr>
<tr>
<td>Students response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>137</td>
<td>13</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>%</td>
<td>68.5</td>
<td>6.5</td>
<td>11.0</td>
<td>11</td>
</tr>
</tbody>
</table>

With regard to the management of school discipline, an overwhelming majority of 73.5% of teachers confirmed that misbehavior in schools is managed by dealing with parents, while students moderately agreed to this statement (68.5%). Although both teachers and students indicated the use of corporal punishment (2.5% and 6.5% respectively), physical labor (1.5% and 11% respectively) and temporary exclusion (3%, and 11% respectively) students seem to differ
from the views of teachers in that they indicated the use of all discipline management options in schools. It is disturbing, however, to note that corporal punishment and physical labor are still being used in secondary schools to manage discipline in the 21st century.

Focus group discussion participants indicated that sensitization training be given for students on the essence and importance of discipline for their learning, disseminate information about the importance of citizenship to students always during flag ceremonies, and also through the national media, revise the existing school discipline guideline in a way it can enhance implementation procedures, and develop binding guidelines for teachers personality-wearing style, hair style and the relationship they should demonstrate in schools with the students.

As parental involvement is extremely important to the success and maintenance of discipline in schools (Goldstein and Click, 1994), the degree of parental involvement in solving disciplinary

**Table 11: Extent of parental involvement**

<table>
<thead>
<tr>
<th>Rating scale</th>
<th>Very high</th>
<th>high</th>
<th>low</th>
<th>Very low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers response</td>
<td>F</td>
<td>17</td>
<td>24</td>
<td>88</td>
</tr>
<tr>
<td>%</td>
<td>8.5</td>
<td>12.0</td>
<td>44%</td>
<td>34.5</td>
</tr>
<tr>
<td>Students response</td>
<td>F</td>
<td>36</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>%</td>
<td>18.0</td>
<td>32.0</td>
<td>34.5</td>
<td>14.5</td>
</tr>
</tbody>
</table>

problems in schools was sought about. Consequently, respondents were asked to rate the extent of parental involvement in maintaining school discipline using a four point scale (4=very high, 3=high, 2=low, 1= very low). Consequently, a large proportion of teachers rated the extent of parents’ participation in solving discipline problems to be low (79%), while nearly half of the students agreed with teachers (49%). On the other hand, the proportion of students who rated the involvement of parents were 50%, but only few teachers rated the involvement of parents to be High(20%). Thus, teachers and students seem to be divided in acknowledging the involvement of parents to manage discipline in secondary schools. Although, the participation of parents in correcting the discipline of students by cooperating with the school, the cause of this could be that they may not know what really goes on in the schools or the school is not connected to them.
Discussion of findings

Like secondary schools in other countries, this study confirmed that respondents were in accord with the persistence of various disciplinary problems in secondary schools. Rosen (1997) identified discipline problems like class disruption, truancy, fighting, and dress code violation, theft and leaving campus without permission. McManus (1995) adds that missing lessons, absconding, smoking, wearing bizarre clothing, and threatening the educator and peers are some of the discipline problems in secondary schools. Moodj (in: Smith 1999) further distinguishes extortion, or using a weapon on school premises, physical violence with weapons in or outside the school, and sexual harassments of girls as disciplinary problems in secondary schools. This study has shown that the types of disciplinary problems mentioned above are similar to the ones being experienced in Addis Ababa secondary schools.

This study identified school environment, family environment, peer pressure and the media as the major causes of discipline problems. Studies in the field of education assert that every school should provide a safe and orderly environment for effective teaching and learning. According to Bazemore (1997) all members of the school community students, staff and parents must know and understand the standards of behavior which all students are expected to live up to. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001).

Every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. If this does not exist, the school becomes a lawless environment. A lawless school environment promotes disciplinary challenges to the school manager and teachers. Students in such school disrespect their fellow students, teachers and community members engage in protest which promulgates violence, discrimination, harassment, bullying and intimidation, using of weapons, drugs, alcohol and tobacco (Mitchell, 1996).

Sonny (1999:21) further explains aspects of school environment that could aggravate disciplinary problems in schools such as: inadequately prepared educators, educators with negative attitude, under-resourced and dilapidated schools, and unmet special learning needs. In view of this, school environment was ranked as number one cause of students’ indiscipline in Addis Ababa secondary schools. In addition, this study confirmed that school codes of conduct
are availed to secondary schools, but most of the respondents are not knowledgeable about these rules of conduct.

Various studies reported that one of the greatest contributing factors to disciplinary problems in schools is the failure of parents to teach discipline. Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Louw and Barnes (2003) affirmed that they have never seen a problem child, only problem parents. In his study, Varma (1993) also points out that those learners who behave badly at school do not receive proper discipline at home. Some other factors related to the lack of parental involvement in schools that influence discipline are: single parent homes; a lack of parental control at home; the negative influence of television; neighborhoods and community problems that influence the home; and values differences between the home and the school (Olaitan, T. et.al. 2013). In light of this; parental factors were ranked 2nd as a major cause of lack of student discipline in secondary schools of Addis Ababa.

Studies established that peer relationships influence the growth of problem behavior in youth. Peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Perry, 1987). Douge (1993) indicated that peer group influences what the child values, knows, wears, eats and learns. The extent of this influence, however, depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 1998; Hartup, 1983). It deems worthy to note that peer influence can lead to discipline problems and delinquent behaviors both inside and outside school. On account of this, the findings of this assessment study found out that peer pressure was one of the third ranked causes for disciplinary problems in Addis Ababa secondary schools.

Over 71% of the respondents affirmed that working with parents was the main strategy to manage disciplinary problems. This was found to be commendable. However, over 15% of both teachers and students confirmed the use of corporal punishment physical labor and temporary exclusion to combat indiscipline in the schools. Although, the use of corporal punishment is forbidden in schools, Chase (1975) in Edwards (2008:14) reports that the majority of teachers and parents believe in its use.
However, as stressed by Porteus and Vally, 2003:1) and Gregan-Kaylor (2004:160) corporal punishment tends to develop aggressive hostility as opposed to self-discipline. It does not teach learners discipline, but rather destroys their experience of school because they see it as a violent place. Bower (2003:1), agrees, saying that children who are caned frequently demonstrate high levels of aggressiveness against siblings and others. According to UNICEF’s Asian Report (2001:6), “punishment reinforces uncertainty and an identity of failure. It reinforces rebellion, resistance, revenge and resentment”. It appears to be that educators in the secondary schools have limited knowledge of disciplinary strategies, so most disciplinary measures are reactive, punitive, humiliating and punishing instead of being corrective and nurturing.

Social media was ranked as the last and 4th cause of discipline problems. As with any disruptive technology, social media must be assimilated into the lives of everyone -- and during the process, there will be negative impacts. Technology in the classroom results in bullying, distraction, and cheating… and also engagement, deep and authentic learning, and global interactions," Jane Owen, professor emeritus of educational leadership at Midwestern State University in Texas, writes in an email response to CIO.com. "As an administrator, I would never let the negatives overrule the positives." Scott Silverman, associate director of student affairs at University of California, Riverside, says there are four primary cons that arise from the use of social media in the classroom: distraction, academic dishonesty (or cheating), discerning fact from fiction and cyber bullying (CIO.com- accessed on 2/2/2018). In light of this, the findings of this study comply with those of the researchers in the field.
Part Five

Summary and conclusion

5.1 Summary
This study was initiated to find out the state of student discipline in government secondary schools of Addis Ababa. Primary and secondary data were secured from various sources to answer the following basic questions:

a. What is the extent of students’ misbehaviors’ in urban secondary schools in Addis Ababa?

b. What are the causes of students’ misbehaviors’ in urban secondary schools of Addis Ababa?

c. What kinds of measures are used to combat discipline problems in secondary schools?

d. What should be done to minimize students’ misbehavior in secondary schools of Addis Ababa?

The sample proportion was determined using Yamane’s assessment formula. From each 10 sub cities in Addis Ababa city administration, one secondary school was randomly represented to provide the necessary information. Teachers and students from each sample school provided data through questionnaires (equality of gender maintained) while principals and key teachers (department heads) gave information through interviews. The data gathered was analyzed and interpreted using quantitative techniques (using tables, figures and narrations of information obtained from various sources) while qualitative data obtained from respondents through questionnaires and interviews were concocted with quantitative findings.

5.2 Conclusion
The survey of discipline in government secondary schools of Addis Ababa confirmed the prevalence of more than “Ten plus one” disciplinary problems in the schools. The causes of indiscipline included: school-related problems, family related problems, and peer pressure in rank order. The most serious discipline problems identified by this survey were hatting to learn, late coming, fighting, using drugs, and carrying weapons in the school premises hiddenly - safety and security is at stake in secondary schools. Although parental involvement was underlined to assist the management of school discipline in secondary schools, this has not developed to the
level expected. Alidzulwi (2000), points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Instead it was found out that physical punishment was revealed being utilized to combat indiscipline in the secondary schools of Addis Ababa.

5.3 Recommendation

1. According to this study a large number of student discipline problems were identified in the secondary schools of Addis Ababa. This may refer to all schools or to some of them. Therefore, there is a need for all concerned secondary schools to clearly identify and prioritize persistent indiscipline situations and take action to combat the problems as required.

2. This study identified more than one causes of discipline difficulties in the secondary schools. The implication is that neither of the indiscipline problems be solved by an individual or entity alone. It therefore calls for a collaborative action. Thus the schools need to develop a viable strategy that could enable to work with parents, peers, the indiscipline child/student, and the school community in order to bring collaborative outcomes possible.

3. some of the discipline problems identified by this study as serious conform to what McManus (1995) listed as misbehaviors which are severe and make the work of educators difficult. These included: carrying weapons to schools and fighting with each other, stabbing their educators, vandalism, theft, blackmail; Extortions, Planned violence, and the sexual harassment of girls. The schools need to keep an eye on these incidents and work on them day by day and take immediate actions as necessary.

4. This study identified the use of physical punishments in secondary schools of Addis Ababa. As the UN Committee on corporal punishment of students believes (Elizabeth (2002) corporal punishment is invariably degrading. Instead, secondary schools need to promote the use of positive discipline: holistic, strength-based, constructive, inclusive, pro-active, and participatory strategies.

5. Secondary schools leaders need to continuously identify challenges in classroom management skills and prepare in-service-training for teachers so that they can: 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; set out the school’s
expectations and rights, and to enhance positive behavior; establish a set of preferred practices
and due processes, whereby the staff may address, unacceptable student behavior. These can
assist pupils to assume a greater degree of control over their own learning.

6. It was revealed that good teaching and learning which is the core business of a school, cannot
take place in the absence of good discipline School leaders, together with members of the
governing bodies, need to be trained in how to establish a code of conduct for learners, and
how to incorporate it into the school rules in order to enable all members of the school
community to behave appropriately towards each other, and to cooperate in teaching and
learning. The focus should be on positive discipline, self-discipline, and inculcating a standard
of behavior that is recognized and accepted by the society.

7. Eventually it should be noted that with the current emphasis in Addis Ababa on quality
learning and teaching and independent learning, the time is now ripe to re-look into our
classrooms to explore alternative and constructive approaches to handling discipline problems
in secondary schools.
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