

**SCHOOL LEADERSHIP INTERVENTION PRACTICE IN
STUDENTS DISCIPLINARY PROBLEMS: THE CASE OF
GOVERNMENT PRIMARY SCHOOLS IN JIJIGA CITY
ADMINISTRATION, SOMALI REGIONAL STATE**

MA. THESIS

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**SCHOOL Leadership Intervention practice in Students Disciplinary Problems:
The Case of Government Primary Schools in Jijiga City Administration,
Somali Region Ethiopia**

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DEDICATION

First I dedicated this thesis to my friend Hussien Abdi and Mohammed Kadir for being my motivation in life, my wife Farhiya Abdilahi for her especially encouraging me and to all my families for their patience and being love with. Next, I would like to express my sincere felt gratitude, to Dr. Bahar Adem

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis entitles; Leadership Intervention practice in Students Disciplinary Problems: The Case of Government Primary Schools in Jijiga City Administration is my own work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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BIOGRAPHICAL SKETCH

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ABBREVIATIONS AND ACRONYMS

| | |
|--------------|--|
| BOFED | Bureau of Finance and Economic Development |
| CTE | College of Teacher Education |
| ECCE | Early Child Care and Education |
| EETP | Ethiopia Education and Training Policy |
| ELI | Educational Leadership Intervention |
| ESDP | Education Sector Development Program |
| HRT | Home Room Teachers |
| IQPEP | Improving Quality of Primary Education Program |
| MOE | Ministry of Education |
| NGO | Non-governmental Organization |
| PTSA | Parent- Teachers-Student Association |
| REB | Regional Education Bureau |
| SCF | Save the Children Fund |
| SRCA | Somali Region City Administration |
| SRS | Somali Regional State |
| TDP | Teachers Development Program |

Table of contents

| | page |
|--|------------|
| DEDICATION | ii |
| STATEMENT OF THE AUTHOR | iii |
| ACKNOWLEDGEMENTS | v |
| ABBREVIATIONS AND ACRONYMS | vi |
| LIST OF TABLES | x |
| ABSTRACT | xi |
| 1. INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the Problem | 3 |
| 1.3 Research Questions | 5 |
| 1.4 Objectives of the Study | 5 |
| 1.4.1. General objective | 5 |
| 1.4.2. Specific objectives | 5 |
| 1.5. Significance of the Study | 6 |
| 1.6. Delimitations of the Study | 6 |
| 1.7 Limitations of the study | 7 |
| 1.7.Operational of Terms | 7 |
| 1.8 Organization of the Study | 8 |
| 2. REVIEW OF RELATED LITERATURE | 9 |
| 2.1 Concept of Leadership Intervention and Disciplinary Problems | 9 |
| 2.2. Types of Disciplinary Problems | 10 |
| 2.2.1. Passive behavior | 10 |
| 2.2.2. Emotional abuse | 11 |
| 2.2.3. Dishonest behavior | 11 |
| 2. 3. Causes of Disciplinary Problems | 12 |
| 2.3.1. Environmental related factors | 12 |
| 2.3.2. Home related factors | 13 |
| 2.3.3. School related factors | 13 |

| | |
|--|-----------|
| 2.3.4. Students related factors | 14 |
| 2.3.5. Teachers-related factors | 15 |
| 2.3.6. Social and economic factors | 16 |
| 2.3.7. Rules and regulations in schools | 16 |
| 2.4. Punishment and Its Types | 17 |
| 2.4.1. Corporal punishment | 17 |
| 2.4.2. Detention and deprivation of privileges | 18 |
| 2.4.3. Verbal punishment | 18 |
| 2.5. Leadership Intervention | 19 |
| 2.5.1. Leadership bias-free progressive discipline | 19 |
| 2.5.2. Approaches support bias-free progressive discipline | 20 |
| 2.5.3. school Leadership interventions to the students discipline problems | 21 |
| 2.5.4. The Role of educational leadership | 21 |
| 2.5.5. The Role of school leaders | 22 |
| 2.5.6. Legal policy and strategies of disciplinary problems | 24 |
| 3. RESEARCH DESIGN AND METHODS | 26 |
| 3.1. Research Design | 26 |
| 3.2. Description of the Study Area | 26 |
| 3.3. Sources of Data | 26 |
| 3.3.1. Primary Source of Data | 27 |
| 3.3.2 Secondary Sources of Data | 27 |
| 3.4. Population, Sampling Size and Sampling Technique | 27 |
| 3.5. Data Collection Instruments | 26 |
| 3.5.1. Questionnaires | 26 |
| 3.5.2. Interview | 26 |
| 3.5.3. Documents reviews | 26 |
| 3.6. Research Procedure | 27 |
| 3.7. Methods of Data Analysis | 27 |
| 3.8. Ethical consideration | 28 |
| 4. RESULT AND DISCUSSION | 29 |
| 4.1. Demographic Characteristics of Respondents | 29 |
| 4.1. The Causes of the Students Discipline Problems in primary Schools | 32 |

| | |
|---|-----------|
| 4.2. Challenges Facing School Leadership | 37 |
| 4.3. The Intervention Student disciplinary Strategy Problem | 42 |
| 4.4. System to Alleviate Students' Disciplinary Problems | 47 |
| 4.5. Solving Students' Disciplinary Problem | 51 |
| 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | 56 |
| 5.1 Summary of Major Findings | 56 |
| 5.2. Conclusions | 59 |
| 5.3 Recommendation | 61 |
| 6. REFERENCES | 63 |
| 7. APPENDICES | 67 |

LIST OF TABLES

Tables

| | |
|--|----|
| Table1: Population sample size and sampling technique` | 25 |
| Table2: Demographic characteristics of the respondents | 30 |
| Table 3: Causes of Students Discipline Problems in Primary Schools | 32 |
| Table 4: Challenges facing school leadership | 37 |
| Table 5: Students' disciplinary strategy problems | 42 |
| Table 6: System to alleviate students' disciplinary problems | 47 |
| Table 7: Solving students disciplinary problems | 51 |

School Leadership Intervention practice in Students Disciplinary Problems: the Case of Government Primary Schools in Jijiga City Administration, Somali Region Ethiopia

Ismail Ali Muse

ABSTRACT

The study was focused on school leaders' intervention practice in student's disciplinary problems of Government Primary schools in Jijiga City Administration. To realize the purpose of the study descriptive survey research design was employed. The study included 183 teachers, 30 students, 10 principals, 11 PTA members and 50 home room teachers which were selected with stratified random sampling techniques on purposive teachers and principals, PTA, students 'council and homeroom teachers committee. Questionnaires, interview and document review were used as data gathering instruments. The collected data were analyzed using frequency, percentage, mean, Average mean, standard deviation and ANOVA by using SPSS V.16.0. For quantitative data and qualitative data were analyzed through thematization and conceptualization along with data from questionnaire. The findings of the study showed that leadership intervention on students discipline problem practice in Jijiga City Administration. The study revealed that there was gap of between school leadership practice and students' discipline problems this study also indicated lack school leadership intervention practice. Moreover, the challenges faces school leadership was less motivation of teachers, intervention strategies is need, and lack of system to alleviate disciplinary problems. Based on these findings, it was recommended that to satisfy the solving student's discipline problems the different stakeholders, school leaders have to prepare system to students who promote Primary schools shared information concerning gaps of school leadership intervention practice and how to overcome the gaps. Leadership intervention and students disciplinary problems as the teachers not understand enough using with causes of students disciplinary problems they need reducing students discipline problem concerning. Parents did not get information in schools except when there is problem. Finally, based on the findings, some recommendations were forwarded as how to alleviate students disciplinary problems therefore school leaders and other stake holders focus school Leadership intervention current situation students discipline problems finally the Jijiga city administration government Primary schools have not school legal document policy because they have old norm.

Keywords: discipline, intervention, causes, strategy, education, challenge, alleviate.

1. INTRODUCTION

This chapter deals with the conceptual background of the study. Moreover, it emphasizes on the statement of the problems, basic research questions to be answered. Objectives of the study, significance and the delimitation of the study, limitation of the study and operation definition of key terms.

1.1 Background of the Study

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

Students misbehavior, which refers to a behavior that disrupts the learning-teaching process, creates psychological and physical discomfort and harms property, and may have far reaching implications towards the achievement of educational goal. Globally, the role of students, discipline in quality education has been increasingly recognized. Accordingly, well-managed schools and classrooms are found to contribute to educational quality (MoE, 2005).

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, Kraft & du Plessis, 1998). In addition, mismanaged student misbehavior results in juvenile delinquency (Michael, 2005).

Moreover, it is evident that for effective and quality education to be offered, continuous intervention of leadership practice in students discipline is important. Leaders need to intervene on students disciplinary problems in their respective local school activities and this is gainfully benefiting schools in different parts of the world (World Bank, 2001). In this regard, school development such as upgrading the physical facilities, improvement of curriculum and raising the school performance level could be effective when there is active intervention of school

leaders in student's disciplinary causes that can bring timely solutions for every conflict and misbehaviors in the school. In line to this Zenebe (2006) stated that healthy schools are those that have active intervention of leaders in daily conflicts, disciplinary problems and any disorders in the process of teaching learning activities.

Under such active intervention of leaders in school discipline causes community plays adequate concern, involvement and forms the strong partnership directly or indirectly by representation or participation such as Board of Education, Parent Teachers Association (PTAs) and Council. Now a days, in many countries of the world where there is greater increase in enrolment rate of students, the gender gap is decreasing, social and economic variations is improved, material and human resources are being properly supplied. But student's disciplinary problems have brought significant impact on teaching learning activities. As a result involving the community members and empowering them to contribute their role in intervention of school disciplinary problems as with school leaders has got a prominent place in education policy documents and program perspectives United States Agency for International Development (USAID, 2005).

Accordingly, the current focus on participation of community in school governance or school leadership is actually an instance of coming round full circle. Similarly, Dergauwe and Nadou (2004) stated that reforming education policies and programs are periodic that all countries adapt to from time to time. In line with this improvement plan of school leadership intervention in students discipline has become a powerful instrument not only for setting the direction of change and improvement with the school but also for receiving recognition of citizens sound and rights.

Proper and timely intervention of school leadership in students discipline in education sector provides opportunity of full utilization of available human, material and financial resources for education. Such intervention might not be only the concern of school principals but also different stakeholders. So schools are calling the attention of the whole stakeholders as a unit of work-force in educational sector for effective leadership intervention in students discipline issues. This effort leads to the concern of school leaders to be involved in daily students' disciplinary causes in educational process which can go beyond making ordinary decision in material and financial issues (MoE, 2002).

In accordance with this, the Ethiopian government has taken action in educational reform under the articulation of education to be decentralized and participatory (MoE, 1994a). In this education and training policy, school leadership is given authority to play a pivotal role in all aspects of education to carry out any decision for proper implementation of the policy (MoE, 2002).

In Ethiopia, there were some sorts of investigations in few areas of behavioral problems. For instance, Darge (2001) attempts to address the causes and extent of absenteeism and points out some factors that lead students not to attend class regularly. One of the effects of student indiscipline on teaching learning process is poor performance. Since much time is spent on discipline cases and less time on teaching. Meanwhile, the educational and training policy and subsequent strategies have given due recognition to student discipline in the bid to ensure quality of education there by achieve educational goals. In this regard, the policy broadly sets the objectives of student disciplining. Accordingly, one of its general objectives urges to “bringing-up citizens who respect human rights, standing for the wellbeing of the people as well as equality and justice and peace endowed with democratic culture and discipline” (MoE , 2001).

That means leadership intervention in students disciplinary causes is inseparable in daily activities of school leaders. The management of disciplinary problems in the school therefore needs urgent attention. There is much work to be done since in some schools the situation has reached alarming proportions. The cause of students ‘disciplinary problems need further research findings rather than judging the students, because the cause is rooted from many situations. This study, therefore, concentrates on the leadership intervention practice in students disciplinary problems and challenges on education among Primary school students in Jigjiga City Administration with a view to provide the possible intervention to curb the students disciplinary problems.

1.2 Statement of the Problem

School leadership is mainly responsible for the development of the rule and regulations which serve as a guide for the formulation of disciplinary policies in schools. These rule and regulations are communicated to schools through the Provincial Education leadership. It then becomes the responsibility of the principal, school leadership, and the School to develop

policies for their schools, based on the rule and regulations as stipulated by the department. In many cases, however, there seems to be a lack of communication between the schools school leadership, as well as inadequate training of school leadership with respect to policy implementation. This has a snowball effect as principals seem to be guilty of not empowering other school leaders for the process of drafting of a school discipline policy and for the implementation thereof. All of this tends to result in inadequate discipline in the classroom which, it can be argued, might contribute, amongst other things, to a poor pass rate at the end of the school year (MoE, 2002).

Therefore, for all these and similar activities, active and timely intervention of educational leadership in students discipline is needed to maintain healthy and safe school environment. This in turn has important role in generating financial, material and human resources for the fulfillment of educational goals. But from long years of researcher's observation, in Jijiga Administration City five Primary schools are suffering from lack of active and timely intervention of school leadership practice in student's discipline problems. As a result, the external as well as internal conditions of the schools are not conducive for proper implementation of teaching –learning activities and to achieve the national goal in this regard.

In relation to this, Degrauwe and Nadoo (2004) identified that school leadership intervention in students discipline is effective and feasible way to improve the culture of teaching and learning. Similarly, MoE (2005) underlined that school leadership intervention in students discipline ensures the academic performance and provision of amenities in schools. Leadership intervention in student's disciplinary problems can develop greater sense of ownership and involvement of all stakeholders in school issues (Morgan, 2006). Above all the national policy document indicated that leadership intervention in student's disciplinary problems is central issue in school development and in cultivating ethical citizens (MOE, 1994).

The researcher as a supervisor observes that the students shout in the school compound, offend the school community. They arrive late, wander in the school compound during the mid-class, bring mobile phones with them, Google in the class while the teachers are teaching, show disobedience and carelessness, bring clothes and other accessories and immediately change after school. These and other students 'disciplinary problems related issues initiated the researcher to do research on it. Thus, this study seeks to assess the leadership intervention

practice in students disciplinary problems among Primary school students in Jigjiga City Administration with a view to provide the possible intervention to curb the students' disciplinary problems.

So far, in Somali Regional State there were no studies on School Leadership Intervention Practice in Students Disciplinary Problems in primary schools but other regions were done researches about Students' Disciplinary Problems. For instance, Eshetu Abegaz, 1992, in Leadership roles of school administrators and challenges of using . To fill that gap, the researcher aimed to conduct research in Jigjiga City Administration by investigating School Leadership Intervention Practice in Students Disciplinary Problems in primary schools.

1.3 Research Questions

This study attempted to answer the following research questions:

1. What are the major factors that cause students' disciplinary problems?
2. What are the major challenges that school principal would face in intervening students disciplinary problem in primary school of Jigjiga city administration?
3. What are the different strategies employed by school leadership to mitigate students disciplinary problems in primary schools of Jigjiga city administration?
4. What should be done to alleviate the current situation of students disciplinary problems in primary schools of Jigjiga city administration?

1.4 Objectives of the Study

This study has general and specific objectives.

1.4.1. General objective

The main objective of this study is to assess the intervention of educational leadership in student disciplinary problems in Jigjiga city Administration of Primary schools.

1.4.2. Specific objectives

Specifically, the specific objectives of this study were intended:

1. To identify the the major factors that cause students' disciplinary problems.
2. To examine the major challenges that school principal would face in intervening students disciplinary problem in primary school of Jigjiga city administration

3. To identify the different strategies employed by school leadership to mitigate students disciplinary problems in primary schools of jigjiga city administration.
4. Suggest ways to alleviate the current situation of students' disciplinary problems in primary schools of jigjiga city administration.

1.5. Significance of the Study

The findings of the study may help educational leaders by providing insights in to why, how and what to do in leadership intervention so as to solve students' disciplinary problems. It may provide the necessary information and highlight for non-governmental Organizations (NGOs,) community leaders and jigjiga city Education board, development partners, and Principals of schools on how to tackle challenges in school conflicts, misbehaviors and any actions violating school regulation. It might also serve as a resource for teachers, parents, students and other stakeholders to take initiatives for school development as partners of the organization. Thus, finding of this research might be solutions for other schools that cannot be included because of different constraints.

Generally, the findings were allocated to help strengthen the culture of conflict resolution, partnership, decision making, tolerance and wise investigation of root causes for each and every disciplinary issue in schools. Finally, it may serve as a framework for strengthening community-school partnership and enhance leadership intervention in each daily conflict misunderstandings in schools.

1.6. Delimitations of the Study

In this research, government Primary Schools of Jigjiga City Administration were taken as focus of the study because of the following reasons. These are schools where there are large numbers of students and teachers. These are schools where there are disciplinary problems are being observed daily and parents as well as teachers are suffering and such problems are affecting teaching learning activities. These schools are found geographically in more accessible to the researcher than any other schools in Somali region. In addition to these, the schools are located in the capital city of the region where the research findings can be easily disseminated to other district.

Factors such as training of PTAs, teachers, students representatives and resource mobilization cannot be treated in this study though they have relations with the topic under treatment. The researcher assumes that these factors might be managed by proper implementation of leadership intervention in students disciplinary problems. That is solving problems related to school leadership intervention in any daily disturbance and misbehaviors of students will be solution for other problems. So trends, methods, challenges and ways of alleviating these challenges in active and timely leadership intervention in student's daily disciplinary problems are the central issues for this study,

1.7 Limitations of the study

In this study, the researcher faced some limitations. the research area limited to Government primary schools. In this study, the major problems encountered by the researcher were: Lack of reference materials regarding to local context of Ethiopia, lack of transportation to go and back to Haramaya University and to Jijiga city. However, the researcher had done all the possible efforts to complete this study successfully.

1.7.Operational of Terms

Disciplinary problem: is any act of a student that disturbs the normal teaching and learning process in the classrooms as well as the school environment.

Discipline: is a desirable behavior of students that enable the smooth functioning of teaching and learning activities so as to achieve its goals.

Primary: School is a school system which ranges from grade 1-8.

Intervention: is a process taken to solve a given conflict or disorder that occurs within the school system.

School Leadership: is the ability of a person to influence the school community towards a better and desirable teaching and learning output.(MOE.1994)

School Leaders intervention; is the process which is performed by leaders in influencing students' misbehaving and irregularities so as to provide solution or direction for smooth teaching and learning activities

Behavior:- the observable conduct or action of an individual or group assigned as good or bad according to the rule on the student report card by the teacher in elementary school.

Behavioral problem: - loosely used to refer to a person who acts disruptively, or abnormally, or to such behavior

Cause:-The relatively approximate factors that are necessarily antecedent to condition or existence of a given phenomenon.

Problem:- Any significant perplexing, and challenging situation real or artificial thinking.

1.8 Organization of the Study

The study was divided in to five chapters. The first chapter deals with the introduction of the study like: background, statement of the problem, research questions, objectives, significance, delimitation, limitation, operational definition and organization of the study. The second section deals with the review of related literature on the intervention of students' disciplinary problems. The third section focused on research deign and methodology. The fourth section mainly the presentation and analysis of the study, the data collected through questionnaires, interviews . The last section was dedicated to major findings, conclusion, summary and recommendations of the overall.

2. REVIEW OF RELATED LITERATURE

This is the second part of this research thesis that deals with reviewing the problem with related literature. As a result, it includes types of discipline problems, causes of discipline; measures of correction and assessment are among some the points to be treated under this part.

2.1 Concept of Leadership Intervention and Disciplinary Problems

Discipline is the key component to effective school or classroom management. The word discipline has wider significance and has been used more often in the field of education. The definition of the term suggests that discipline can have quite a lot of different implications for schools. The component of the definition that relates to teaching seems much more positive than the components that include negative expressions such as, punishment and strict control. 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 (Rosen, 2005).

Disciplinary problems disrupt the normal process of the teaching and learning process in the classrooms and all in all the whole environment of the school. As a result to maintain the normal school system school leaders need to be aware of creating conducive environment for teaching and learning inappropriate and timely intervention is crucial. To do so, preparing meetings, conferences, panel discussion and training on the rules and regulation of the school are some of the mechanisms which can bind stakeholders to mobilize and develop sense of ownership. Also disciplinary problems behaviors do not conform to norms of acceptable social conduct. They are aberrant of non-conforming acts; this behavior can cause physical and psychological harm to other students, violate the established rules and order or disruptive of the learning progress of other students (Anderson, 2004).

It is through such open discussion and communication all stakeholders come to have common understanding and sense of responsibility about their schools and daily disciplinary problems. Accordingly, in many of Ethiopian schools PTAs are playing important roles in being bridges between community and schools by creating such transparent and open discussions about how to create healthy school environment and where there is active intervention of leadership in any disciplinary problems. Besides this school principals are also well coming community

participation and feedbacks in their daily intervention and results in relation to disciplinary problems and the way of resolution (MOE, 2005).

Pupils discipline is a difficult phenomenon which creates problems and requires general methods or technique of controlling for to carry out the process of teaching learning activities in Primary schools. Disciplines are the control of their behavior on the part of individuals or groups in order to attain their goals and purposes. On the other hand leadership intervention enables students to develop obedience, self-control or particular skill that leads to understanding of social norms and values in their community. Controlled behavior produced by such leadership intervention or punishment gives a chance to correct a person or enforce obedience and it is a branch of instructional leadership. Leadership intervention is considered as training or disciplining students. Educational leadership intervention is training or making individual disciplined and it is closely related to learning (Meeks and Heit ,1991).

Even though principals and teachers were asked to judge the seriousness of various kinds of disciplinary problems for the future adjustment of pupils their responses indicated that leadership intervention is inseparable from their daily activities. Accordingly schools routine work or primary concern is active and timely leadership intervention on disciplinary issues such as offenses against the established order ,stealing , truancy(absenteeism), impertinence, cheating, obscenity were considered much more serious than lying about other pupils, inattention, carelessness in work and the like (MoE,2002).

2.2. Types of Disciplinary Problems

In the classroom there are many different types of disciplinary problems where school leaders are engaged in their daily activities.

2.2.1. Passive behavior

This kind of behavior includes appearing in the classroom without doing class or home work, coming late to the classroom or attempting to leave the class without permission during the lesson. School leaders are daily being challenged in such condition where students are misbehaving and disturbing the normal teaching –learning activity in one hand and teachers and other innocent students are also urging leaders and other stakeholders to correct such irregularities.

According to Levin and Nolan (1996), a disciplinary problem exists when a student's behavior interferes with the teaching process and the ability of others in a classroom to learn. It also exists when behavior is psychologically or physically unsafe and when a student destroys Property (Levin & Nolan, 1996). Students typically receive exclusionary punishments for aggressive behaviors, such as fighting, profane language, or disrespect of authority, and for Passive behaviors, such as truancy or lack of interaction. Wilcox et al (1998) described aggressive students as living "in a world in which interactions are based on hostile intent" (p.18). They would rather force someone to comply to their will than maintain a positive relationship. Discipline has become such an issue in schools today that it is to blame for a sizeable segment of lost instructional time (Cotton, 2001).

2.2.2. Emotional abuse

The kind of behaviors that includes laughing at other students for example; if he or she misses the correct answer, insulting teachers and students are some forms of emotional abuse. For such type of behavioral disorder leadership intervention should be more of psychological than managerial or administrative. Currently provision of greater autonomy to schools under school-based management has made schools powerful instrument in changing direction of change and passing correct and updated decision through leadership intervention (Nogoz, 2009).

It is stated that leadership intervention practice is an effective means for promoting healthy and conducive school atmosphere where community has got legislation in school management's decision. As part of the reform process in school education, policy-makers all over the world have come to view active and timely leadership intervention is indispensable and effective method of promoting safe and secured school atmosphere (MoE ,2005)

2.2.3. Dishonest behavior

AsMeeks &Heit(1991) stated this kind of behaviors occurs when students try to steal, lie or cheat. The ways in which these behaviors reflected are: copying class and home work from their class mates and during examination they write the answer on a piece of paper and come to the exam and try to copy it from other students. Cheating is inseparable from examination, effective and reasonable leadership intervention practice is mandatory work of all school leaders in all schools as long as quality of education is concerned similarly (MoE, 2002).

2. 3. Causes of Disciplinary Problems

There are different reasons for which disciplinary problems are frequently raised in the classroom. However, some disciplinary problems may be caused by outside factors such as disruptive home environment and some other discipline problems may be originated from difficulties within the school environment. Even some times mismanagement of teachers may be cause for disciplinary problems (MoE, 2009).

Moreover, Alemayehu Tegenu (2012), indicates, the causative factors to the problem of discipline as follows: From teachers 'side, lack of advice, poor follow-up and failure to take corrective measures timely and not to cooperatively work with the student and school community are among the causes. From the family side, parents' failure to properly follow up and family problems like divorce; income etc. contributes to student's misbehavior. As to the school related problems, factors such as absence of good administration as well as failure to design and implement appropriate disciplinary strategies to engage difficult students as a prevention effort. The absence of strict Rules and Regulations were found to cause misbehavior among students in secondary school. In addition, poor support to the school from the society and government were also identified as causative factors.

2.3.1. Environmental related factors

In any society there are external factors that make students misbehave in the classroom. As UNGEI(2004) indicated that very hot climatic condition causes students to come late to school and to misbehave in the school. As a result most of the students are late in the morning and cannot attend lesson properly and attentively at the Primary schools. In addition, there are other factors that can be caused by environment such as students inadequate parenting, social instability that might be caused by different addictions like smoking, chewing chat and the like that could affect students behavior in particular and teaching and learning atmosphere in general. Similarly, Trial (2000) stated that school environment could be a cause for students' misbehavior as some schools do not have enough compounds to accommodate all their students at one time, small size of the classrooms and large number of students in one class (class size) could be grounds for misbehaving of students and disciplinary problems where instructional leaders are being challenged daily.

2.3.2. Home related factors

Home related factor is related to the family background. According to Petter (1994) the duty of family is not only giving birth but also taking care after birth. It is known that family is the base for the foundation of good conduct. Kasambira (1993) stated that the disciplinary problems can be examined at teacher related problems or student related problems. It is definitely true that students whose parents or families are not in a peaceful relationship are always in difficulty in attending the class properly. Besides these Morgan (2006) stated that ‘unfavorable family background’ low economy /poverty’ malnutrition physical and health problems’ parent separation’ lack of family support’ can be causes for disciplinary problems

In addition to these, separation, dissolution, and divorce each create stress with in family. Each family member is affected in some way. Kedir (2002) stated that teenagers are especially affected when their parents get divorce. Previous feelings of lasting relationships may be replaced with fear. During the teenage years, a young person strives to develop a healthful personality. The breakdown of parental relationships may be frightening and confusing. A teenager’s level of trust and security may be damaged. Inner feelings may be expressed by hostility and anger. The teenager may withdraw from school activities. (Meeks &Heit, 1991).

More of a time students or children of a broken family are found pressed and they found difficulty to mingle with students of the school or with their classmates. Therefore, to cover up the problems they have had, they become aggressive and ill-disciplined at schools in particular and at the community in general (MoE, 1998).

2.3.3. School related factors

In Primary schools, the disciplinary problems are worse than in all schools because the learners are adolescent. They are not aware of their rights, privacy, and, they are not belief, opinion and freedom of expressing their opinion. 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. 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 (Goldstein et al, 1994). 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 (Kauffman, 1988.in Fekadu Wakjira 2000)

2.3.4. Students related factors

In the teaching-learning process students are one of the biggest group that exist in the interaction process in educational organization. As Kasambara (1993) indicated with such interaction in complex educational organization students themselves could be causes for the disciplinary problem of the students. For instance, if few students lose interest in a particular subject or dislike the subject teacher, definitely students misbehave in the classrooms. Further stated that disciplinary problems such as peer pressure, lack of academic success and steep boredom, poor self concept, drug and alcohol some drinks have a harm full drug in them alcohol is a drug found in some drinks it is found in beer and wine its can harm the heart 'liver and brain it is change the way a person thinks and act a person who had alcohols problems, physical and health problem, negative attitude' or lack of motivation as well as lack of awareness about the importance of learning are caused by students discipline problems themselves (Kasambara ,1993).

According to Kedir (2002) due attention for empowerment of the students participation in school leadership is not only a means for school development but it is also an end in itself in educational organization as students discipline can be solved by students themselves. Accordingly, principals and head teachers as well as other school community members need to develop leadership style that participates students as they are causes for disciplinary problems.

This could be functional if there is room open for the involvement of students in school decision making as they are causes for disciplinary problems. For this capacity building activities are considered as one of the out let strategies in all educational levels in general and in Primary schools in particular (MoE, 2008).

2.3.5. Teachers-related factors

According to Kasambera (1993) different factors illustrate potential sources of problems for Primary schools teachers. These are inexperience communication, attitudinal difference, personal problems, planning, classroom setting and excreta. Therefore, teachers have to be very careful with what they are speaking, doing, and clothing excreta as whatever activity carried by the them immediately imitated by their students. This is because of the fact that students consider teachers as their role models of next to their parents. So teachers are expected to be careful when they are preparing their lessons before going to classrooms for teaching. Sometimes Primary schools teachers they do not have a plan for teaching; they may have few ideas but not an actual plan. This lack of planning can create a chaotic atmosphere in any classroom (Kasambera, 1993).

In the same way MoE (2008) advised that a teacher should not go to the class unprepared, lesson plan students automatically identify teachers who are not sure what to do in the class rooms .some teachers they are uses power up use.In addition teachers are the leaders who make the school environment conducive and attractive for the students. On the other hand poor method of teaching and teachers who are not prepared effectively makes the school environment unhealthy and full of disorder stated that poor instruction, teachers use of punishments, unfair judgment, lack of counseling, overcrowded class rooms, negative attitude of Primary school' teachers, and inappropriate lesson are some of major causes for disciplinary problems related with school environment, in general and teachers in particular. The only remedy for such problems is active and timely leadership intervention under autonomy of school-based management and active participation of stakeholders (Kedir ,2002).

2.3.6. Social and economic factors

The community in which the child grows is also the immediate social environment which has a great influence on a behavioral formation of children. Children acquire various beliefs, attitudes, values, knowledge, cultures and other feelings from the community in which they live. All the beliefs, which have been acquired by children, are also reflected in school. Children and their families are embodied in a culture that influences their behavior. Values and behavioral standards are communicated to children through a variety of cultural conditions, demands and models. Several specific cultural influences leap to mind, the level of violence in the media (specially television and motion pictures), the use of , the availability of recreation drugs and the level of drug abuse, changing standards of sexual conduct, religion demands and restrictions on behavior, and the threat (Fekadu, 2000).

2.3.7. Rules and regulations in schools

All society groups have rules and regulations to regulate the behavior of their members and to carry out their daily duties and responsibilities. In the same analysis as like other human organizations Primary schools have a few rules regulations that must be implemented in daily bases. Some of these are wearing school uniform, arriving at school time, attending the class taking note and the like. At most of Primary schools rules are set to help the teachers and the students to be governed by standard system for proper implementation of daily works and for the achievement of the intended educational goals (UNGEI, 2004).

However, schools do not give orientation, about the schools rules and regulations for their students at the beginning of the school years. It has to be explained clearly till the students understand what it means. Unless ambiguity of the school rules avoided, it would give a chance for students to misbehave either unknowingly or deliberately. That is why, Harmer (1991) underlined that schools with rules and regulation that cannot be implemented are not different from those who do not have rules. Furthermore for Primary schools rules and regulations are not different from daily actives such as most of Primary they have old norms as children are always new for school environment because of their age (Trial, 2000).

2.4. Punishment and Its Types

Children as long as the discipline are concerned. But excessive beating is the most common form of punishment in many communities. Accordingly, MoE (2004) document indicated that there is rules and regulation for schools that prohibit any form of corporal punishment against children. But due to insufficient progress in the field pupils are still subjected to physical and psychological punishment showing that un successful implementation of policy and legal code in Ethiopian schools. That is why (MoE ,2008) underlined that considerable work is still required to protect children from violence and it is through collaboration of all stakeholders and empowering educational leaders that children can be protected from any form of corporal and physical punishment.

Punishment usually involves for very frequent objectionable behaviors such as stealing, cheating or fighting (Lemmer, 2007). Sooner or later no matter how sensible the rules and how careful the planning but some students commit offense for with he/she must be punished. Any punishment is more likely to be effective if students are reasonable. To make punishment most effective it is important combining it with other positive measures such as positive reinforcement techniques, modeling and directs instruction. Similarly Lemmer (2007) underlined that student punishment should follow with counseling to convincing them to retreat from their mistakes and it must be participatory where students and parents can take part.

2.4.1. Corporal punishment

Using physical violence, such as beating students, does not encourage them to learn. It also destroys the classroom psycho-social environment. Thus corporal punishment is a violation of human rights and in Ethiopia it's Illegal(MoE, 2012). In Ethiopia corporal punishments take various forms including beating, insult; slapping, hitting, punching, and other similar acts such violent act leads students to be criminals and murderer when they leave the school. Accordingly, lack of awareness among school principals and head teachers is identified as major problems in carrying out wrong method of punishment and its output is clearly indicating disorder and more violence among family and villages. To overcome this problem and to attend the set goals of education Ethiopian Government has established educational policy which is

participatory and where leadership has autonomy. This enables instructional leaders to carry out any corrective measures as long as normal school system is concerned (MoE,2008).

Thus, educational leadership intervention is considered as correction or keeping the normal activity of schooling system. Accordingly, corporal punishment is not the way of punishing the misbehaving students physically but it is damaging the mentality of students. So some teachers, clergy members and newspaper editors all as well as other educational experts are claiming that students should no longer be beaten out with stick. Furthermore students cannot longer be controlled by corporal punishment since they are human being who can reason out the correct and wrong doings by themselves as long as they are trained (Morgan, 2006).

2.4.2. Detention and deprivation of privileges

According to MoE (1994a) detention or staying after school is one of the most frequently used punishment. There are two kinds of detention; one is the sort of comment in large school in which the student must report to adaptation hall. The other is a do-it yourself arrangement whereby each teacher looks after his own detainees. Inspired of its wide spread use detentions is not very effective detention periods are a waste of time unless there are used constructively. One of the few punishments that seem to be both effective and acceptable to experts in pedagogy is to take away privileges from students who misbehave. In general this practice is a good one. Unfortunately many students do not have many privileges to lose and often the loss of these privileges would not concern them (Harmer, 1991).

2.4.3. Verbal punishment

The reprimand is probably the most common and most poorly used kind of punishment like many other measures its effect soon dissipates when it's over used. Then it becomes more nagging whenever such explanations are in order they should be businesslike and matter of fact it is not a time for emotionalism sarcasm and ridicule are two others common types of verbal punishment (Trial ,2000).

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 (Kauffman, 1988.in Fekadu Wakjira 2000:39)

2.5. Leadership Intervention

Leadership intervention is making decision in relation to student discipline problems handling administrative matters, coordinating all functions. Leadership intervention includes activities how to solve student's misbehaviors and student disciplinary problems. Leadership intervention is a affective means for promoting health and conducive school atmosphere.

2.5.1. Leadership bias-free progressive discipline

Successful leaders are those who are committed to equity of outcome and who are sensitive to the diversity of the specific settings in which they work. Such leaders strive to create inclusive and instructionally effective learning environments that make it possible for all students to be successful learners. School and system leaders use a growth-oriented and collaborative approach to achieve this goal Effective leaders take their understanding of community diversity and of legislation and regulations under the education act and the code into account when determining their professional learning goals and refining their leadership practices (MoE, 1994).

Depending on a leader's degree of expertise and professional learning, his or her learning goals might include understanding of discriminatory bias and barriers and understanding of human rights principles. This knowledge will help leaders keep all students with their particular circumstances and needs in mind when designing prevention, intervention, and disciplinary policies and processes. It will also help them to take steps to remove any barriers that may exist. Working to expand knowledge and capacity, foster ongoing communication, and guide members of the school community are essential aspects of leadership in developing and implementing bias-free progressive discipline (ECCE, 2008).

The collection of data is another important strategy for understanding student's behavior and monitoring school climate. School and system leaders can use school climate surveys that include questions about harassment and discrimination to help them identify biases and barriers in their schools and boards. The knowledge gained can guide their efforts in promoting a positive and inclusive school climate (Gaible, 2010). Many school boards and schools in are

well on their way to establishing a culture of evidence-informed decision making. The evidence gathered can be qualitative or quantitative.

Discrimination can be direct or indirect, overt or subtle, intentional or unintentional. It can consist of systemic factors, unfair treatment, harassment, or unmet needs for accommodation. When making decisions about intervention, supports, and discipline, successful leaders keep in mind that inappropriate behavior on the part of students who belong to groups identified in the code may be in reaction to discrimination, and that being subjected to discrimination is likely to cause strong emotions and responses. Each decision along the continuum of progressive discipline should take this factor into account (UNGEI, 2004). Stereotyping on grounds identified in the Code can lead to discrimination and create barriers in the progressive discipline process. Successful leaders have processes in place to identify and safeguard students from bias (MoE, 2005).

Students who come from backgrounds of historic and systemic disadvantage may face additional, at times intersecting, barriers to equity that should be taken into account in decision making about inappropriate behavior at any point along the continuum of progressive discipline. In such cases, the student's background would be seen as a factor to take into account (Gaible, 2010). Principals are only permitted to share information documented in the school's Student Record (SSR) with board employees who do not have access to the SSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behavior. In such cases, principals may share only the necessary information pertaining to behavior that may present risk of physical harm (Pauline, 2003).

2.5.2. Approaches support bias-free progressive discipline

Approaches that can be taken to support bias-free progressive discipline are outlined in this section. They are organized in three parts, based on a cycle involving continuous review of current practices related to student discipline, the development and/or refinement of such practices, and the application of assessed and improved practices. The approaches outlined below reflect topics addressed in the preceding sections of this guide, including ways of looking at current practices, identifying bias and discriminatory barriers, assessing leaders' and other school community members' understanding of human rights principles, and identifying what is

working well and areas that may need further development (Morgan,2006). identified if these principles are clearly out lined in document form in school and all students and teachers could properly understood the students disciplinary problems can be easily and effectively managed under bias-free and promoting acceptable type of discipline in the school (MoE,2002).

2.5.3.school Leadership interventions to the students discipline problems

As shown in MoE, (2005) the major tasks of educational leadership is making decision in relation to student discipline, handling administrative matters, coordinating all functions in schools as organization. In the same analysis leadership intervention is the duty of educational leaders. Thus, leadership intervention is not only resolving disciplinary problems of students but also to liaise with outside organizations and agencies concerned and coordinate their services to strengthen school discipline work (Harmer, 1991).In addition to these educational leaders are also managers in the school organization carrying out all duties and responsibilities of managers. So duties and responsibilities of educational leadership imply that the daily intervention and passing decision in all school activities in general and students misbehaviors or violating behaviors in particular (MoE, 2004).

Educational leadership intervention includes activities such sending students to call their parents who showed some misbehaviors and following such measures if there is no change His/her will be dismissed. Under such condition the first intervention should be giving the chance to students to know his/her mistake and regret over it. This will be done by informing his/her mistake to his/her parents by calling them to school. By considering the students' repeated offences and his /her bad reputation to other students, the student can be suspended for one or two years until he/she is corrected and believed to be a peaceful member of the school (Harmer, 1991).

2.5.4. The Role of educational leadership

Educational leaders have pivotal role in making updated decisions in student's day-today discipline problems causes in the school. They have responsibility in motivating healthy and smooth relationship between the schools and community by creating trust-based partnership. As MOE (2009) indicated this requires special skills and managerial capacity on the parts of the head teachers, principals, supervisors and other educational personal. In addition to this,

identified principal's role as diplomat has skills in school governance and collaborative policy formation that demonstrate an understanding of the largest context and effective relation skills. Acting as a liaison with the various stakeholders throughout the implementation of a reform program a principal's diplomacy often comes into play (Trial, 2000).

Thus, as the role of principals is inseparable from continuous improvement of schools through active community participation in school disciplinary problems, they have to be empowered and well trained in managerial skills. Viravaid and Hayssen (2001) pinpointed that principals are blood vessels in complex human organization providing easy in-word and out-word communication and giving timely solution for any student's disciplinary problems. They have authority and power to interfere in any unhealthy school environment. Making schools peaceful and conducive for teaching and learning depends on leadership, potentially provided through an external catalyst. So to achieve these they have to be capacitated and empowered in proper way (Morgan, 2006).

2.5.5. The Role of school leaders

School administrators have the responsibility for carrying out policies established by the local schools board. At the school level, principals have primary responsibility for enforcing the student's code of conduct. They are typically authorized by local schools boards to impose broad range of disciplinary actions such as in-school suspension, after-school detention, Suspension of certain privileges, and out-of-school suspension for up to one year. Schools of today are facing increased pressure to improve teaching and learning, the duties and responsibilities of schools principals expanded further to including the responsibility for leading schools reform that would raise student achievement. Success in leading reform to increase students achievement. A school system is one of the public institutions having its own specific goals and objectives to be achieved. Such tasks are given to school leaders (MoE, 2008).

Nowadays, the success of a school to accomplish its goals depends largely on the ability of the leaders. Here, principals are prominent figures to lead the school community for improvement and students achievement. Educational leaders are those people who guide, manage, and, when need be, transform schools. Sometimes educational leaders have been chosen and given power

and sometimes they are people within the school community who gain power or influence through their personalities and actions. In some few cases, people outside the school system or community lead through their ideas. Schools present unique challenges to their leaders, and understanding educational leadership requires a deep and detailed understanding of how schools work (George, 2004).

While theories on transformational leadership strongly emphasize the cultural and symbolic dimensions in terms of the interaction between leadership and employees, the theories of pedagogic (instructional) leadership are strongly tied to that leadership must be based on knowledge and have specialized expertise in the area where it will be used. It is not enough just to be a leader with cultural capital - you must be academically qualified so as to be able to have discussions on an equal footing, and understand the challenges that teachers face in their everyday lives (Robinson et al., 2009). In this theory, the social relationships between leaders and employees are primarily knowledge based and are thus strongly related to positivist theories on leadership. It is therefore not particularly surprising that the core theories on educational (Ingunn, 2011),

According to Holmes (1993) school leadership is not something new or intrusive concern. It is what it always has been; the application of reason, logic, and values to the achievement of educational objectives via the development of available resources. Thus, school leaders are those persons, occupying various roles in the schools goals. So, school leaders are viewed as holding the key to resolve a numbers of problems currently facing schools. Leadership are related to the ability that a leader has in establishing academic goals for the school, to monitor and actively participate in learning activities at the classroom level, and to provide academic feedback to teachers about their teaching and conduct systematic competence development of teachers (Robinson et al., 2009).

The principal is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school, and the way he or she per-forms in this capacity largely determines the attitudes of parents and

students about the school says in many ways the school principal is the most important and influential individual in any school (Robert et al., 2003).

If a school is a vibrant, innovative, child-centered place, if it has a reputation for Excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success. Successful educational leaders develop their schools as effective organization nature of the school's improvement agenda (Kenneth et al that support and sustain the performance of administrators and teachers, as well as students. Specific practices typically associated with this set of basics include strengthening school cultures, modifying school structures and building for collaborative processes. Such practices assume that the purpose behind the redesign of school cultures and structures is to facilitate the work of the school members and that the malleability of structures should match the changing l. 2004).

2.5.6. Legal policy and strategies of disciplinary problems

Legal policy and strategies are very important to carry out the daily activities of the school. The major components of legal policy and strategies of disciplinary problems include students responsibilities and rights, disciplinary Processes and Procedures, recommendations for Parents and strategies of appealing to school (Virginia Department of Education, 2008). As other human organizations Primary schools have a few rules and regulations that must be implemented in daily bases. In most of Primary schools rules are set to help the teachers and the students to be governed by standard system for proper implementation of daily works and for the achievement of the intended educational goals (UNGEI, 2004).

However, schools do not give orientation, about the school legal policy and strategies for their students at the beginning of the school years. It has to be explained clearly till the students understand what it means. Unless ambiguity of the school rules avoided, it would give a chance for students to misbehave either unknowingly or deliberately. That is why, Harmer (1991) underlined that school with legal policy and strategies that cannot be implemented are not different from those who do not have legal policy and strategies. Furthermore for Primary schools legal policy and strategies are not different from daily actives such as teaching mathematics and English as children are always new for school environment because of their age (Trial ,2000),. According to my observation in the jijiga city administration schools of , I

have not seen any schools that have school legal policy documents based on discipline judgment but they have traditionally uses school norm which changes from time. To time.3.

3. RESEARCH DESIGN AND METHODS

This section of the research study deals with method and design, source of data, samples and sampling techniques, data collection instruments ,procedures of data collection and methods of analysis.

3.1. Research Design

A descriptive survey research design was used in this study. This method was selected because it is an appropriate method to examine the present situation and condition in which the intervention of educational leaders in students disciplinary problems and factor that affect the implementation of intervention strategies in Primary schools of Jigjiga City Administration. David (2003) stated that descriptive survey study is more preferable to study variables that give insight in to behaviors related with human opinions, motivation and attitudes, in nature and cause of certain problems.

3.2. Description of the Study Area

The Jigjiga town is located in the Eastern part of the country which is 630 Km. It's away from the capital, Addis Ababa. the Ethiopian Somali region shares boundary with Oromiya Regional State, Afar Regional State, Djibouti, Kenya and Somalia. It is located in the East and South-East of the country and lies between (4) and (11) degree north latitude and 40 and 48 degree East longitude. It is the second largest regional state in the country after Oromia.It covers a total area of 350,000 Km². It is pastoralists and agro pastoralist area.

The Climate is arid in most parts of the region and weather is hot for most parts of the year with mean temperature ranging from 18⁰C to 45⁰C and its annual rain fall ranges from 150 mm in the low lying areas of the region to 660 mm received in high altitude area. The population of Somali Regional size by sex in (2013) was indicated 2,957,999 (56%), male and 1,972,729 (44%),female (SRS BoFeD, 2013)

3.3. Sources of Data

Both primary and secondary sources were used to collect pertinent informative sources of data.

3.3.1. Primary Source of Data

The source of data were different groups of respondents that consist of principals, teachers, ,PTAs, students council and home room teachers.

3.3.2 Secondary Sources of Data

Secondary data were gathered from documents kept by school leaders, management meeting minutes, and legal policy document that have been found in theses primary schools of Jijiga City Administration.

3.4. Population, Sampling Size and Sampling Technique

The study area was five Primary schools which were found in the Somali Region. There were 332 teachers and leaders in the selected five schools during the beginning of 2017 academic year. Teachers of 332 and 10 leaders, 11 PTA members, 30 students' council and 30 homeroom teachers. 74 Teachers were found in Ahmed Guray Primary School, 67 in Wilwal Primary School, 68 in Hussien Gire Primary School, 61 in Wanow Primary School teachers and 62 in Sultan Shek Hassan Primary School. Selecting the sample size with stratified simple random sampling and the other remaining sample was selected with purposive. The total population of Somali Regional State Primary Schools were 1489 with a total number of students attending in the schools were 678, 410. The total number of Jijiga City Administration Primary schools were (38)in.. Furthermore, the total number of students attending Jijiga town were 54,038 students (Source: Somali education bureau, 2016).

Table1: Population sample size and sampling technique`

| No. name of primary schools | Teachers | | | Principals | | | PTA | | | Students councils | | | Homeroom teachers committee | | |
|-----------------------------|----------------------------|------------|-----------|------------|-----------|------------|-----------|-----------|------------|-------------------|-----------|------------|-----------------------------|-----------|------------|
| | Ni | Ni | % | Ni | Ni | % | Ni | ni | % | Ni | ni | % | Ni | ni | % |
| 1.Ahmed guray school | 74 | 41 | 55 | 2 | 2 | 100 | 2 | 2 | 100 | 6 | 6 | 100 | 10 | 10 | 100 |
| 2.Wiilwaal school | 67 | 37 | 55 | 2 | 2 | 100 | 2 | 2 | 100 | 6 | 6 | 100 | 17 | 17 | 100 |
| 3.Hussein gire school | 68 | 37 | 55 | 2 | 2 | 100 | 2 | 2 | 100 | 6 | 6 | 100 | 8 | 8 | 100 |
| 4.Wanow school | 61 | 34 | 55 | 2 | 2 | 100 | 2 | 2 | 100 | 6 | 6 | 100 | 12 | 12 | 100 |
| 5.Suldaan sheik hassen | 62 | 34 | 55 | 2 | 2 | 100 | 3 | 3 | 100 | 6 | 6 | 100 | 3 | 3 | 100 |
| Total | 332 | 183 | 55 | 10 | 10 | 100 | 11 | 11 | 100 | 30 | 30 | 100 | 50 | 50 | 100 |
| Sampling technique | Stratified random sampling | | | purposive | | | Purposive | | | Purposive | | | purposive | | |

Where ni= total sample to be taken, Ni= total population (teachers), e= sampling error (0.05)

Source: Jigjiga City Administration education Bureau(2016)

3.5. Data Collection Instruments

This part of the study was taken about questionnaire, interview and the document review to get pertinent information for the study.

3.5.1. Questionnaires

In this study, questionnaires were used as one of the main instruments for gathering the relevant data for the study. Questionnaires were prepared and administered for, principals, PTA members and homeroom teachers. Beside these, for all students council members the same nature of questionnaire was prepared and administered. That is close-ended.

The questionnaire had three parts. The first part is demographic information that sought respondent's age, sex, educational qualification, and experience. Similarly, the second part included open-ended items in order to give opportunity to express their feelings, perceptions, problems and intensions related to school leadership practice in students disciplinary problem. The last part consisted of items which were developed using a five-point Likert scale. These are 1 agree (2), disagree, (3), undecided (4), and strongly agree (5)strongly disagree These scales help the respondents to choose one option from the given scales that best aligns with their views. The questions in questionnaires were same to support each other.

3.5.2. Interview

Interview was used as a collecting instrument to get the opinion of principals and PTA for – checking purpose. Interview guidelines were prepared. 10 principals and 11 PTA for interview using semi-structured items because the implementation of school leaders' intervention practice strategies was more of school leaders' responsibility.

3.5.3. Documents reviews

Document such as management committee meeting minutes, written letters referring discipline problems causes and the like was used as additional data sources for this research to enrich both data got from the both questionnaire and semi-structured interview.

3.6. Research Procedure

Out of the total 332 population of Primary school teachers, 183 and, 10 principals, 50 homeroom teachers were included as a representative sample size which is a total of 284 individuals that means and 30 students councils was the participant of the study as this amount of sample size expected to represent the total population. The teachers were selected using stratified random sampling by considering gender, school and other variables as strata. The total numbers of PTAs and committee members in the five schools were 30, students respectively. Therefore, all of them were included in the sample. From each primary school one second cycle (grade 8) sections were selected by purposive.

Before collecting the actual data, pilot test was conducted in order to check the reliability and validity of the questionnaires. Piloting the instrument has a paramount importance for sorting out the difficulty, vague and ambiguous items and concepts and it is one of the best ways of improving the instrument for data collection procedures. Thus pilot test was conducted at Hadow Primary school. The result from cronbach alpha was more than 0.76 which was acceptable to be used moreover, the content validity was checked by expertise over the area, that is both advisors and psychologists finally it was accepted and necessary modifications and amendments was made.

3.7. Methods of Data Analysis

In this study, the researcher used both qualitative and quantitative data analysis. The quantitative data analysis was properly classified, tabulated and analyzed using descriptive statistic such as frequency and percentage, mean square and standard deviation. ANOVA was also applied to test whether there is any significant difference happens in the response of students and teachers' perception of school leadership intervention practice in students' disciplinary problem. Tests of significances were used to identify the significance differences between proportions of responses. In all above cases, the obtained difference was tested by using statistical significance at 0.05 levels by using SPSS V 16 version software. The data that was collected through open-ended questionnaire, interview and document analysis was analyzed.

3.8. Ethical consideration

To make the research process professional, ethical considerations were made. The researcher informed the respondents about the purpose of the study i.e. it was purely for academic purpose. In addition the purpose of the study was introduced in the introduction part of the questionnaires and interview guide to the respondents and confirms that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged. In this study a particular consideration was given to ethical principles that were developed by different researchers. Participation in the study was voluntary and anonymity assured. Participants were informed that all data would be treated as confidential and only the research would have access to the data collected. Consent was given to participate with the return of the questionnaire. Thus, as much as possible effort was made by considering ethical issues in conducting research at all.

4. RESULT AND DISCUSSION

This chapter deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document review. Through these tools, both quantitative and qualitative data were gathered. The quantitative parts were analyzed through statistical measures and the qualitative were analyzed through organizing and giving shape to the responses of interviews guide by selecting words of expressions.

The data were collected from a total of 284 respondents via questionnaire. To this end, questionnaires were distributed to a total of 183 (55%) teachers, 50(100%) home room-teachers, 30(100%) students council and interview for 10 (100%) principals and 11 (100%) PTA members. In general, this chapter organized the views (characteristics) of respondents and the presentation of analysis of data and its interpretation.

4.1. Demographic Characteristics of Respondents

The six groups of respondents were asked to indicate their background information. The details of the demographic of the respondents are given in table 2 below. Four relevant demographic variables of the respondents were gathered as background information. These are sex, age, level of education back ground and total service years. These characteristics of the respondents are summarized on the next page.

Table2: Demographic characteristics of the respondents

| No | | | Respondents | | | | | | | | | |
|-------|---------------------------------|----------|-----------------|------|---------------------|-----|---------------|------|-------------------|-----|-----------------------|-----|
| | | | 1)Wilwal school | | 2)Ahmedguray school | | 3)wanowschool | | 4)Suldan/sh/Hasan | | 5)Hussein gire school | |
| | | | Teachers | | Principals | | PTA | | Students council | | Homeroom Teachers | |
| | | | F | % | F | % | F | % | F | % | F | % |
| 1 | Sex | Male | 131 | 76 | 10 | 100 | 7 | 64 | 18 | 60 | 27 | 54 |
| | | Female | 52 | 28.4 | | | 4 | 36.4 | 12 | 40 | 23 | 46 |
| | | Total | 183 | 55 | 10 | 100 | 11 | 100 | 30 | 100 | 50 | 100 |
| 2 | Age in year | Below 20 | | | | | | | 30 | 100 | | |
| | | 21-25 | | | | | | | | | | |
| | | 26- 30 | | | | | | | | | | |
| | | 30- 35 | 35 | 19 | | | | | | | | |
| | | 35-40 | 108 | 59 | | | | | | | | 15 |
| | | 40-45 | | | 10 | 10 | | | | | | 21 |
| | | 45- 50 | 40 | 22 | | | 11 | 100 | | | | 14 |
| 3 | Level of educational attainment | Total | | | | | | | | | | |
| | | TTI | 35 | 19 | | | | | | | | 15 |
| | | Diploma | 108 | 59 | | | | | | | | 21 |
| | | Degree | 40 | 22 | 10 | 10 | | | | | | 14 |
| 4 | Total service year | Total | | | | | | | | | | 15 |
| | | 1-5 | 35 | 19 | | | | | | | | |
| | | 5-10 | 72 | 39.3 | | | | | | | | |
| | | 10-15 | 36 | 20 | 2 | 20 | | | | | | 21 |
| | | >15 | 40 | 22 | 8 | 80 | | | | | | 14 |
| Total | | | | | | | | | | | | |

The above table expresses the analysis of the demographic characteristics of the respondents. As indicated in table 2, regarding sex, out of the total respondents, Teachers 131(76 %), principals 10 (100%), PTA members 7 (64%), students council 18 (60%), home room teachers 27 (54%) were males, that is among all respondents, the majority, 193 (68 %) are males. This indicates that females' participation in the management of school leadership

intervention practice in students' disciplinary problems is not low in Somali regional state: the case of government primary schools in Jijiga city administration,

As presented in table 2, the age distribution of the respondents shows that 30 (100%) students are below 20, 108 (59%) teachers are between the age of 35 and 40 while 35(19%) teachers were between the age of 30 and 35. Regarding the age of principals, 10 (100%) of them were between the age of 40 and 45. Regarding PTA 11 (100%) of them were found between the ages of 45 and 50 (100%). Concerning the age of home room teachers 15 (30%) of the respondents were between the age of 35 and 40, 21 (42%) were between the age of 40-45 and 14(28%) were 45-50.

Regarding the respondents' educational level, almost all Teachers, Principals and home room teachers were TTI, Diploma and 1st degree graduates However, whereas, from the total number of the PTA members 11 (11) intermediate level and 30 (100%) students were primary level. Even though; there is a gap in educational level among the respondents, they all could possess the necessary information which the researcher seeks.

Concerning years of services of the respondents, 72 (39.3%) teachers had served between 5-10 years and 40 (22 %) teachers had served between above 15 years, 35(19%) teachers worked 1 up to 5 years; 36 (20%) teachers worked 10 up 15 years. teachers have served for over 15 years. Regarding the years of services of principals and home room teachers, all of them had served for over 11 years. From these data, one can infer that most of the groups of respondents were well experienced in the education sector and the responses obtained from these groups of respondents would help in receiving valuable information that would help the study to come up with convincing and tangible conclusion.

4.1. The Causes of the Students Discipline Problems in primary Schools

Table 3: Causes of Students Discipline Problems in Primary Schools

ANOVA

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|--------|------|
| 1.Teaching Unrealistic academic target | Between Groups | 28.763 | 2 | 14.381 | 11.056 | .000 |
| | Within Groups | 338.195 | 260 | 1.301 | | |
| | Total | 366.958 | 262 | | | |
| 2.Economic factors | Between Groups | 43.401 | 2 | 21.701 | 15.154 | .000 |
| | Within Groups | 372.325 | 260 | 1.432 | | |
| | Total | 415.726 | 262 | | | |
| 3.Student Family background has impact of student disciplinary problem | Between Groups | 19.111 | 2 | 9.556 | 7.213 | .001 |
| | Within Groups | 344.425 | 260 | 1.325 | | |
| | Total | 363.536 | 262 | | | |
| 4.difference in social culture background | Between Groups | 41.435 | 2 | 20.717 | 11.138 | .000 |
| | Within Groups | 483.637 | 260 | 1.860 | | |
| | Total | 525.072 | 262 | | | |
| 5.Unethical teaching practice may direct to physical punishment of students | Between Groups | 72.799 | 2 | 36.399 | 17.080 | .000 |
| | Within Groups | 554.076 | 260 | 2.131 | | |
| | Total | 626.875 | 262 | | | |
| 6.Lack of relationship both teachers | Between Groups | 17.382 | 2 | 8.691 | 5.300 | .006 |
| | Within Groups | 426.359 | 260 | 1.640 | | |
| | Total | 443.741 | 262 | | | |

*N, 263, significant at alpha level 0.05, Df between 2 and 261.

* Table value on the df (2, 261) 3.07 at 0.05 and 4.74 at 0.01. M- mean, AV= Average mean and N=Number Agreement level is 1 to 1.49 very low 1.5to2.49low,from2.5to3.49moderate, from3.50to4.49high,andfrom4.50to5.00veryhigh.

As it was indicated in the table 3 the computed mean scores of teachers, home room teachers, and students' council respectively were 3.83, 2.98 and 3.53. This indicated majority of the respondents were agreeing on the unrealistic academic target. From the grand mean 3.63 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were agree on unrealistic academic target of the behavior of the students.in addition the obtained the standard deviation of the teachers, home room teachers, and students' council respectively were 1.063,1.270 and 1.358. This shows us there was much consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(4,279) = 11.056$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups on the unrealistic academic target students behavior. According to the interview made with the principals and PTA members also revealed that they support to other participants.

As it was indicated in the table3 item 2 the computed mean scores of teachers, home room teachers and students' council respectively were 3.68, 2.68 and 3.87. This indicated majority of the respondents were agreeing on the Economic factors. From the grand mean 3.51 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were agree on Economic factors.in addition the obtained the standard deviation of teachers, home room teachers and students' council respectively were 1.148,1.253 and 1.383. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df df(2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(4,279)=15.154$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups on the Economic factors. 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. The nature of leadership and governance in a school could have a significant influence on the lack of discipline in 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 (Goldstein et al, 1994).

As it was indicated in the table3 item 3 the computed mean scores of teachers, home room teachers and students council respectively were 3.68, 2.98 and 3.53. This indicated majority of the respondents were agree on Students Family background has impact of students disciplinary problem. From the grand mean 3.53 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were agree Students Family background has impact of student disciplinary problem.in addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.079,1.270 and 1.358 . This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df (2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(4,279)=7.213$.therefore, it can be concluded there was a statistically significant mean difference among the three groups on the Students Family background has impact of students disciplinary problem. But regarding this idea, in supporting this, According to Petter (1994) the duty of family is not only giving birth but also taking care after birth. It is known that family is the base for the foundation of good conduct

Regarding the interview which has been made with the principals and PTA members revealed that family is the backbone of making good behavior for children; therefore the difference of children's discipline depends on the different of family behavior.

As it was indicated in the table3 item 4 the computed mean scores of teachers, home room teachers and students council respectively were 2.98, 3.94 and 2.73. This indicated majority of the respondents were undecided on difference social culture background. From the grand mean 3.14 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were undecided difference in social culture background.in addition the obtained standard deviation of the teachers, home room teachers and students council respectively were 1.428, 1.268, .000, 1.081and 1.155. This shows us there was not much consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(4,279) = 11.138$ Therefore, it can be concluded there was a statistically significant mean difference among the three groups on difference in social culture background. The community in which the child grows is also the immediate social environment which has a great influence on a behavioral formation of children. Acquire various beliefs, attitudes, values, knowledge, cultures and other feelings from the community in which they live. All the beliefs, which have been acquired by children, are also reflected in school. Children and their families are embodied in a culture that influences their behavior. Values and behavioral standards are communicated to children through a variety of cultural conditions, demands and models. Several specific cultural influences leap to mind, the level of violence in the media (specially television and motion pictures), the use of , the availability of recreation drugs and the level of drug abuse, changing standards of sexual conduct, religion demands and restrictions on behavior, and the threat (Fekadu, 2000). Interview made with PTA members and principals revealed that the difference in socio-cultural background is one of the factors that can affect the students' discipline

As it was indicated in the table 3 item 5 the computed mean scores of teachers, home room teachers and students council respectively were 3.74, 2.58 and 2.6. This indicated majority of the respondents were undecided on Unethical teaching practice may direct to physical punishment of students. From the grand mean 3.40 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were undecided Unethical teaching practice may direct to physical punishment of students.in addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.389, 1.864 and 1.066. This shows us there was no much consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(4,279) = 17.080$ therefore, it can be concluded there was a statistically significant mean difference among the three groups on Unethical teaching practice may direct to physical punishment of students. Regarding that idea Stereotyping on grounds identified in the Code can lead to discrimination and create barriers in the progressive discipline process. Successful leaders have processes in place to identify and

safeguard students from bias (MoE, 2005). Punishment usually involves for very frequent objectionable behaviors such as stealing, cheating or fighting (Lemmer, 2007). Similar acts such violent act leads students to be criminals and murderer when they leave the school.

The data gathered from the respondents through interview also reveals that, when the school needs parents to discuss the disciplinary issues with them they ignore the message or they send the message back that they do not have enough time to come to the school. Because they are struggling with life to overcome the challenges and some lack the importance of follow up on students' day to day activities. Some students do not have father and others do not have mother or some are orphans. Therefore, family related causes of the students' disciplinary problems such as; low parental control on children, low educational background of the family and low financial background of the family nowadays are found to be serious issues aggravating the students' disciplinary problems.

As it was indicated in the table 3 item 6 the computed mean scores of teachers, home room teachers and students' council respectively were 3.64, 2.98 and 3.53. This indicated majority of the respondents were undecided Lack of relationship both teachers and students. From the grand mean 3.51 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were undecided Lack of relationship both teachers. In addition the obtained the standard deviation of the three groups respectively were 1.249, 1.270 and 1.479. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df (2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F (4,279) = 5.300$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups on Lack of relationship both teachers. So, teachers are expected to follow up learning and progress of their students, in order to control the disciplinary of students. Or teachers create good relationship of students

4.2. Challenges Facing School Leadership

Table 4: Challenges facing school leadership

| | | ANOVA | | | | |
|--|----------------|----------------|-----|-------------|--------|------|
| | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1.Less motivation of teachers to present lessons | Between Groups | .962 | 2 | .481 | .270 | .764 |
| | Within Groups | 462.917 | 260 | 1.780 | | |
| | Total | 463.878 | 262 | | | |
| 2.Students low results influential challenges | Between Groups | 2.743 | 2 | 1.371 | .694 | .501 |
| | Within Groups | 513.896 | 260 | 1.977 | | |
| | Total | 516.639 | 262 | | | |
| 3.High absent of students create lack of awareness | Between Groups | 27.252 | 2 | 13.626 | 6.341 | .002 |
| | Within Groups | 558.733 | 260 | 2.149 | | |
| | Total | 585.985 | 262 | | | |
| 4.Students using mobile inside of the class | Between Groups | 26.461 | 2 | 13.230 | 8.481 | .000 |
| | Within Groups | 405.593 | 260 | 1.560 | | |
| | Total | 432.053 | 262 | | | |
| 5.students go to the school without uniform | Between Groups | 1.000 | 2 | .500 | .303 | .739 |
| | Within Groups | 429.106 | 260 | 1.650 | | |
| | Total | 430.106 | 262 | | | |
| 6.Students insulting of teachers | Between Groups | .707 | 2 | .354 | .183 | .833 |
| | Within Groups | 502.350 | 260 | 1.932 | | |
| | Total | 503.057 | 262 | | | |
| 7.School principals work together with teachers | Between Groups | 264.554 | 2 | 132.277 | 73.458 | .000 |
| | Within Groups | 468.184 | 260 | 1.801 | | |
| | Total | 732.738 | 262 | | | |

*N, 146, significant at alpha level 0.05, Df between 2 and 144.

* Table value on the df (2, 144) 3.07 at 0.05 and 4.74 at 0.01. M- mean, AV= Average mean and N=Number Agreement level is 1 to 1.49 very low 1.5to2.49low,from2.5to3.49moderate, from3.50to4.49high,andfrom4.50to5.00veryhigh.

As it was indicated in the table 4 item 1 the computed mean scores of teachers, home room teachers and students council respectively were 3.37, 3.22 and 3.27. This indicated majority of the respondents were undecided Less motivation of teachers to present lessons. From the grand mean 3.33 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were undecided Less motivation of teachers to present lessons.in addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.331,1.489 and 1.048 . This shows us there was no much consistency existing among the teachers, home room teachers and students council on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(4,279)= 3.771$ therefore, it can be concluded there was a statistically significant mean difference among the teachers, home room teachers and students council on Less motivation of teachers to present lessons. The interview made with the principals and PTA members revealed that less motivation of teachers to present lessons is one of the challenges. Less motivation a person has, the less hard he or she will work, and there is a very good chance that the person may eventually give up on or quit the task altogether more readily and quickly than someone who started the same task with a higher level of motivation.

As it was indicated in the table 4 item 2 the computed mean scores of teachers, home room teachers and students' council respectively were 3.64, 2.98 and 3.53. This indicated majority of the respondents were agree Students low results influential challenges. From the grand mean 3.51 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were agree Students low results influential challenges.in addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.158, 1.270 and 1.358. This shows us there was consistency existing among the teachers, home room teachers and students council on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $Df (2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261)= 6.004$. Therefore, it can be concluded there was a statistically significant mean difference among the teachers, home room teachers and

students council on Students low results influential. Responses by the respondents through interview were also reveals that, Students low results influential challenges. Students do not want to make more effort to improve their education performance and the disciplinary issue of children. The students have unlimited and uncontrollable rights. Due to these factors, students may not do their homework, not study hard and have poor results. As a result, all leading to misbehave.

As it was indicated in the table 4 item 3 the computed mean scores of teachers, home room teachers and students council respectively were 3.07, 2.44 and 3.60. This indicated majority of the respondents were undecided High absent of students create lack of awareness. From the grand mean 3.06 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were undecided high absent of students create lack of awareness. In addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.503,1.580 and 0.932. This shows us there was no much consistency existing among the teachers, home room teachers and students council on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, Df (2,261) =2 which was much greater than the critical region at $\alpha=0.05$ $F(4,279)= 5.805$ therefore, it can be concluded there was a statistically significant mean difference among the teachers, home room teachers and students council on High absent of students create lack of awareness. Although, the groups had different idea about the item of high absent of students create lack of awareness, but the responses from the respondents made with interview revealed that the high absent of students create lack of awareness is one of the challenge facing school leadership.

As it was indicated in the table 4 item 4 the computed mean scores of teachers , home room teachers and students council respectively were 3.86, 3.04 and 3.77. This indicated majority of the respondents were agree Students using mobile inside of the class . From the grand mean 3.69 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were agree Students using mobile inside of the class .in addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.168, 1.714 and .679. This shows us there was consistency existing among the teachers, home room teachers and students council on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, Df (2,261) =2 which was much greater than the critical region at $\alpha=0.05$ $F(4,279)= 8.481$ therefore, it can be concluded there was a statistically significant mean difference among the teachers, home room teachers and students council on Students using mobile inside of the class. An interview made with the respondents reveals that student do not get parental control their children's day to day activities and they leave all the responsibility to the school. Parents do not control their children especially on taking unnecessary materials and mobiles to school.

As it was indicated in the table 4 item 5 the computed mean scores of teachers, home room teachers and students' council respectively were 3.14, 3.00 and 3.20. This indicated majority of the respondents were undecided students go to the school without uniform. From the grand mean 3.12 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were undecided students go to the school without uniform.in addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.267, 1.443 and 1.095. This shows us there was no much consistency existing among the teachers, home room teachers and students council on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, Df (2,261) =2 which was much greater than the critical region at $\alpha=0.05$ $F(4,279) = 0.303$. Therefore, it can be concluded there was a statistically significant mean difference among the teachers, home room teachers and students council on students go to the school without uniform.

As it was indicated in the table 4 item 6 the computed mean scores of teachers, home room teachers and students' council respectively were 2.48, 2.40 and 2.33. This indicated majority of the respondents were disagree Students insulting of teachers. From the grand mean 2.45 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were disagree Students insulting of teachers.in addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.410, 1.616 and 0.661. This shows us there was consistency existing among the teachers, home room teachers and students council on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, Df (2,261) = which was much greater than

the critical region at $\alpha=0.05$ $F(2,261) = 0.183$ therefore, it can be concluded there was a statistically significant mean difference among the teachers, home room teachers and students council on Students insulting of teachers. In the interview respondents revealed that students not doing homework ,cheating in examination ,tardiness or late coming, truancy or absence, jumping over the fence , lack of interest in education ,poor classroom participation, Property damage ,telling lies, fraud, fighting among students, bad habits e.g. smoking, getting drunk, Insulting/attacking, teachers, .

As it was indicated in the table 4 item 7 the computed mean scores of teachers, home room teachers and students council respectively were 2.38,0.00 and 0.60. This indicated majority of the respondents were disagree School principals not work together with teachers. From the grand mean 1.72 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were disagree School principals work together with teachers.in addition the obtained the standard deviation of the teachers, home room teachers and students council respectively were 1.560, .000 and .932. This shows us there was consistency existing among the teachers, home room teachers and students council on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $Df(2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261)= 73.458$ therefore, it can be concluded there was a statistically significant mean difference among the teachers, home room teachers and students council on School principals work together with teachers. the interview made with the principals and PTA members revealed that school leadership work together with the teachers. The principals of well managed schools are constantly aware of disciplinary problems, and are capable of providing the necessary support for educators. Furthermore indicates that, everyone needs love, power, freedom, fun and survival. Everyone has a mental picture of life in which these five basic needs are meet'. When students fail at school or suffer severe punishment, they think that they fail to meet these needs.

4.3. The Intervention Student disciplinary Strategy Problem

Table 5: Students' disciplinary strategy problems

ANOVA

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|----------------|----------------|-----|-------------|--------|------|
| 1.to establish school meeting and to discuss about students discipline problems every month | Between Groups | 31.792 | 2 | 15.896 | 9.400 | .000 |
| | Within Groups | 439.676 | 260 | 1.691 | | |
| | Total | 471.468 | 262 | | | |
| 2.School leadership establish strategy to intervene students disciplinary problems | Between Groups | 10.895 | 2 | 5.447 | 3.184 | .043 |
| | Within Groups | 444.831 | 260 | 1.711 | | |
| | Total | 455.726 | 262 | | | |
| 3.Teachers understand about the nature of students behavior and the conflict cycle | Between Groups | 8.877 | 2 | 4.439 | 2.635 | .074 |
| | Within Groups | 437.959 | 260 | 1.684 | | |
| | Total | 446.837 | 262 | | | |
| 4.Teachers utilize their own personal experience to explain concept the students | Between Groups | 65.081 | 2 | 32.541 | 18.802 | .000 |
| | Within Groups | 449.976 | 260 | 1.731 | | |
| | Total | 515.057 | 262 | | | |
| 5.teachers and other school community provide opportunities to listen to students | Between Groups | 73.937 | 2 | 36.968 | 17.581 | .000 |
| | Within Groups | 546.725 | 260 | 2.103 | | |
| | Total | 620.662 | 262 | | | |
| 6.Teachers make students counseling program about their disciplinary problems | Between Groups | 15.077 | 2 | 7.539 | 4.502 | .012 |
| | Within Groups | 435.371 | 260 | 1.675 | | |
| | Total | 450.449 | 262 | | | |

**N, 263, significant at alpha level 0.05, Df between 2 and 261 for teacher, HRT, PTA and student.*

** Table value on the df (2, 144) 3.07 at 0.05 and 4.74 at 0.01. M- mean, AV= Average mean and N=Number Agreement level is 1 to 1.49 very low 1.5to2.49low,from2.5to3.49moderate, from3.50to4.49high,andfrom4.50to5.00veryhigh.*

As it was indicated in the table 5 item 1 the computed mean scores of teachers, home room teachers and students' council respectively were 2.26, 2.38 and 3.37. This indicated majority of the respondents were disagreeing to establish school meeting and to discuss about students discipline problems every month. From the grand mean 2.41 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were disagree to establish school meeting and to discuss about students discipline problems every month.in

in addition the obtained the standard deviation of the teachers, home room teachers and students' council respectively were 1.328, 1.323 and 1.066. This shows us there was consistency existing among the teachers, home room teachers and students' council respectively on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 9.400$ therefore, it can be concluded there was a statistically significant mean difference among the three groups on to establish school meeting and to discuss about students discipline problems every month.

As it was indicated in the table 5 item 2 the computed mean scores of teachers, home room teachers and students' council respectively were 2.47, 2.82 and 2.07. This indicated majority of the respondents were disagree to School leadership establish strategy to intervene students disciplinary problems. From the grand mean 2.49 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were disagree School leadership establish strategy to intervene students disciplinary problems. in addition the obtained the standard deviation of the teachers, home room teachers and students' council respectively were 1.296, 1.494 and 1.015. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 3.184$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups on School leadership establish strategy to intervene students' disciplinary problems.

As it was indicated in the table 5 item 3 the computed mean scores of teachers, home room teachers and students' council respectively were 2.36, 2.82 and 2.33. This indicated majority of the respondents were disagree to Teachers understand about the nature of students behavior and the conflict cycle. From the grand mean 2.44 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were disagree Teachers understand about the nature of students behavior and the conflict cycle. in addition the obtained the standard deviation of the three groups respectively were 1.218, 1.320 and

1.688. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 2.635$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups on Teachers understand about the nature of students' behavior and the conflict cycle. Recent research on the issue of discipline strategies, however, has revealed that punitive strategies appear to be of limited usefulness in promoting responsible student behavior (Lewis, 2001) and should be replaced by proactive and interactive discipline practices. In this framework, discipline is viewed to be associated with the act of teaching students self-control based on a contract that binds a teacher and a group of students together so that learning can be more effective. Thus, emphasis is put on students self-regulation by negotiating, discussing, and contracting between teachers and students to let the group take responsibility for ensuring the appropriateness of the behavior of all its members (Harmer, 1983).

As it was indicated in the table 5 item 4 the computed mean scores of teachers, home room teachers and students council respectively were 3.74, 3.68 and 2.17. This indicated majority of the respondents were agree Teachers utilize their own personal experience to explain concept the students. From the grand mean 3.55 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were agree Teachers utilize their own personal experience to explain concept the students. In addition the obtained the standard deviation of the three groups respectively were 1.396, 1.203 and .913. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 18.802$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups Teachers utilize their own personal experience to explain concept the students. Most teachers have little difficulty explaining their reasons for using a consequence. However, if the intent really is for students to perceive consequences as logical and no debilitating, logic calls for determining whether the recipient sees the discipline as a legitimate response to misbehavior. Moreover, difficulties arise about how to administer consequences in ways that minimize negative

impact on a student's perceptions of self. Although the intent is to stress that the misbehavior and its impact are bad, students too easily can experience the process as characterizing them

As it was indicated in the table 5 item 5 the computed mean scores of teachers, home room teachers and students' council respectively were 3.32, 4.28 and 2.33. This indicated majority of the respondents were undecided teachers and other school community provide opportunities to listen to students. From the grand mean 3.39 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were undecided teachers and other school community provide opportunities to listen to students. In addition the obtained the standard deviation of the three groups respectively were 1.519, 1.161 and 1.446. This shows us there was no much consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 17.581$ therefore, it can be concluded there was a statistically significant mean difference among the three groups teachers and other school community provide opportunities to listen to students.

As it was indicated in the table 5 item 6 the computed mean scores of teachers, home room teachers and students council respectively were 3.47, 4.06 and 3.37. This indicated majority of the respondents were Teachers make students counseling program about their disciplinary problems. From the grand mean 3.57 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were agree Teachers make students counseling program about their disciplinary problems. In addition the obtained the standard deviation of the three groups respectively were 1.321, 1.114 and 1.402. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 4.502$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups Teachers make students counseling program about their disciplinary problems.

Regarding the items of under Intervention students' strategy problems, the respondents

(principals and PTA members) interviewed revealed the following: It would be better to establish school meeting and to discuss about students discipline problems every month in order to reduce the students' disciplinary problems. Also they agree that establishment strategy to intervene students' disciplinary problems is good for school leadership. Most of teachers do not understand about the nature of students' behavior and the conflict cycle and that can increase students' disciplinary problems. Similarly the interview of respondents revealed that. Teachers and other school community do not provide regularly opportunities to listen to students and teachers do not make students counseling program about their disciplinary problems and that can a factor which can increase the students' disciplinary

4.4. System to Alleviate Students' Disciplinary Problems

Table 6: System to alleviate students' disciplinary problems

| | | ANOVA | | | | |
|---|----------------|----------------|-----|-------------|--------|------|
| | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1. Teacher participate on school disciplinary committee meeting | Between Groups | 25.818 | 2 | 12.909 | 5.484 | .005 |
| | Within Groups | 611.999 | 260 | 2.354 | | |
| | Total | 637.817 | 262 | | | |
| 2. School principal Organizing annual school disciplinary plan | Between Groups | 46.493 | 2 | 23.247 | 8.863 | .000 |
| | Within Groups | 681.925 | 260 | 2.623 | | |
| | Total | 728.418 | 262 | | | |
| 3. Teachers communicate with parents regarding about awareness of students disciplinary problem | Between Groups | 17.304 | 2 | 8.652 | 4.042 | .019 |
| | Within Groups | 556.521 | 260 | 2.140 | | |
| | Total | 573.825 | 262 | | | |
| 4. Teachers organizing students (1-5) in the class | Between Groups | 20.483 | 2 | 10.241 | 6.876 | .001 |
| | Within Groups | 387.243 | 260 | 1.489 | | |
| | Total | 407.726 | 262 | | | |
| 5. teachers follow up day to day students activities in their school compound | Between Groups | 76.643 | 2 | 38.321 | 19.851 | .000 |
| | Within Groups | 501.913 | 260 | 1.930 | | |
| | Total | 578.555 | 262 | | | |
| 6. Teachers listen carefully to students and consider their point view before action | Between Groups | 6.674 | 2 | 3.337 | 1.782 | .170 |
| | Within Groups | 486.863 | 260 | 1.873 | | |
| | Total | 493.536 | 262 | | | |
| 7. Educational leaders develop school leaders professional skills | Between Groups | 83.824 | 2 | 41.912 | 20.032 | .000 |
| | Within Groups | 544.001 | 260 | 2.092 | | |
| | Total | 627.825 | 262 | | | |

*N, 146, significant at alpha level 0.05, Df between 2 and 144 for teacher, HRT, PTA .and student.

* Table value on the df (2, 144) 3.07 at 0.05 and 4.74 at 0.01. M- mean, AV= Average mean and N=Number Agreement level is 1 to 1.49 very low 1.5to2.49low,from2.5to3.49moderate, from3.50to4.49high,andfrom4.50to5.00veryhigh.

As it was indicated in the table 6 item 1 the computed mean scores of teachers, home room teachers and students' council respectively were 2.54, 2.12 and 1.60. This indicated majority of the respondents were disagree Teacher participate on school disciplinary meeting. From the grand mean 2.35 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were Teacher participate on school disciplinary meeting. In addition the obtained the standard deviation of the teachers, home room teachers and students' council respectively were 1.613, 1.480 and 1.037. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 5.484$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups Teacher participate on school disciplinary meeting.

As it was indicated in the table 6 item 2 the computed mean scores of teachers, home room teachers and students council respectively were 3.01, 1.98 and 2.37. This indicated majority of the respondents were undecided School principal Organizing annual school disciplinary plan. From the grand mean 2.74 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were School principal Organizing annual school disciplinary plan. In addition the obtained the standard deviation of the three groups respectively were 1.654, 1.647 and 1.326. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 8.863$ therefore, it can be concluded there was a statistically significant mean difference among the three groups School principal Organizing annual school disciplinary plan.

As it was indicated in the table 6 item 3 the computed mean scores of teachers, home room teachers and students council respectively were 2.75, 2.16 and 2.27. This indicated majority of the respondents were undecided Teachers communicate with parents regarding about

awareness of students disciplinary problem. From the grand mean 2.59 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were Teachers communicate with parents regarding about awareness of students disciplinary problem.in addition the obtained the standard deviation of the three groups respectively were 1.508,1.462 and 1.143. This shows us there was no much consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261)= 4.042$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups Teachers communicate with parents regarding about awareness of students disciplinary problem.

As it was indicated in the table 6 item 4 the computed mean scores of teachers, home room teachers and students council respectively were 3.69, 3.08 and 3.10. This indicated majority of the respondents were agree Teachers organizing students (1-5) in the class. From the grand mean 3.51 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were Teachers organizing students (1-5) in the class.in addition the obtained the standard deviation of the three groups respectively were 1.146,1.455 and 1.242. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261)= 6.876$. therefore, it can be concluded there was a statistically significant mean difference among the three groups Teachers organizing students (1-5) in the class.

As it was indicated in the table 6 item 5 the computed mean scores of teachers, home room teachers and students' council respectively were 2.64, 2.00 and 1.00. This indicated majority of the respondents were disagree teachers follow up day to day students' activities in their school compound. From the grand mean 2.33 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were teachers follow up day to day students activities in their school compound .in addition the obtained the standard deviation

of the three groups respectively were 1.493, 1.400 and 0.000 . This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 19.851$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups teachers follow up day to day students activities in their school compound.

As it was indicated in the table 6 item 6 the computed mean scores of teachers, home room teachers and students' council respectively were 2.5, 2.58 and 2.03. This indicated majority of the respondents were disagree Teachers listen carefully to students and consider their point view before action. From the grand mean 2.47 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were Teachers listen carefully to students and consider their point view before action. In addition the obtained the standard deviation of the three groups respectively were 1.402, 1.500 and 0.809. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 1.782$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups teachers listen carefully to students and consider their point view before action.

As it was indicated in the table 6 item 7 the computed mean scores of teachers, home room teachers and students' council respectively were 3.57, 2.82 and 4.93. This indicated majority of the respondents were agree Educational leaders develop school leaders professional skills. From the grand mean 3.59 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were Educational leaders develop school leaders professional skills. In addition the obtained the standard deviation of the three groups respectively were 1.510, 1.600 and .365. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 20.032$ therefore, it can be concluded there was a statistically significant mean difference among the three groups Educational leaders develop school leaders professional skills .

4.5. Solving Students' Disciplinary Problem

Table 7: Solving students disciplinary problems

| | | ANOVA | | | | |
|---|----------------|----------------|-----|-------------|--------|------|
| | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1.preparing meeting among parents, teachers administration to discuss students disciplinary problems | Between Groups | 40.689 | 2 | 20.344 | 11.500 | .000 |
| | Within Groups | 459.950 | 260 | 1.769 | | |
| | Total | 500.639 | 262 | | | |
| 2.to insure students teachers respect and they provide guidance and counseling when they make mistake | Between Groups | 13.667 | 2 | 6.834 | 3.922 | .021 |
| | Within Groups | 453.048 | 260 | 1.742 | | |
| | Total | 466.715 | 262 | | | |
| 3.School leadership set school rule control students to be absenteeism | Between Groups | 41.717 | 2 | 20.859 | 11.115 | .000 |
| | Within Groups | 487.910 | 260 | 1.877 | | |
| | Total | 529.627 | 262 | | | |
| 4.Teachers help students to feel good about their discipline | Between Groups | 109.012 | 2 | 54.506 | 31.337 | .000 |
| | Within Groups | 452.235 | 260 | 1.739 | | |
| | Total | 561.247 | 262 | | | |
| 5.teachers must be avoid power struggle in the classroom | Between Groups | 13.599 | 2 | 6.799 | 4.309 | .014 |
| | Within Groups | 410.226 | 260 | 1.578 | | |
| | Total | 423.825 | 262 | | | |
| 6.teacher must show students mutual respect for each activities | Between Groups | 12.715 | 2 | 6.357 | 3.605 | .029 |
| | Within Groups | 458.533 | 260 | 1.764 | | |
| | Total | 471.247 | 262 | | | |
| 7.school leadership must establish school rules and regulations | Between Groups | 41.062 | 2 | 20.531 | 9.894 | .000 |
| | Within Groups | 539.524 | 260 | 2.075 | | |
| | Total | 580.586 | 262 | | | |

N, 146, significant at alpha level 0.05, Df between 2 and 144 for teacher, HRT, PTA and student. Table value on the df (2, 144) 3.07 at 0.05 and 4.74 at 0.01. M- mean, AV= Average mean and N=Number Agreement level is 1 to 1.49 very low 1.5to2.49low,from2.5to3.49moderate, from3.50to4.49high,andfrom4.50to5.00veryhigh.

As it was indicated in the table 7 item 1 the computed mean scores of teachers, home room teachers and students' council respectively were 3.29, 2.40 and 3.70. This indicated majority of the respondents were preparing meeting among parents, teachers administration to discuss students disciplinary problems. From the grand mean 3.17 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were preparing meeting among parents, teachers administration to discuss students disciplinary problems was undecided .in addition the obtained the standard deviation of the three groups respectively were 1.374,1.161and 1.317. This shows us there was no much consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $Df(2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 11.500$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups preparing meeting among parents, teachers' administration to discuss students' disciplinary problem .

As it was indicated in the table 7 item 2 the computed mean scores of teachers, home room teachers and students' council respectively were 2.58, 2.22 and 1.93. This indicated majority of the respondents were to insure students teachers respect and they provide guidance and counseling when they make mistake was disagree. From the grand mean 2.44 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were to insure students teachers respect and they provide guidance and counseling when they make mistake.in addition the obtained the standard deviation of the three groups respectively were 1.335,1.329 and 1.202. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $Df(2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261)= 3.922$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups to insure students teachers respect and they provide guidance and counseling when they make mistake.

As it was indicated in the table 7 item 3 the computed mean scores of teachers, home room teachers and students' council respectively were 3.31,2.28 and 2.97. This indicated majority

of the respondents were School leadership set school rule control students to be absenteeism. From the grand mean 3.07 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were School leadership set school rule control students to be absenteeism was undecided. In addition the obtained the standard deviation of the three groups respectively were 1.412, 1.371 and 1.066. This shows us there was no much consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 11.115$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups School leadership set school rule control students to be absenteeism.

As it was indicated in the table 7 item 4 the computed mean scores of teachers, home room teachers and students' council respectively were 3.88, 2.22 and 3.70. This indicated majority of the respondents were Teachers help students to feel good about their discipline. From the grand mean 3.54 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were Teachers help students to feel good about their discipline was agree. in addition the obtained the standard deviation of the three groups respectively were 1.382, 1.130 and 1.208. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 31.337$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups Teachers help students to feel good about their discipline.

As it was indicated in the table 7 item 5 the computed mean scores of teachers, home room teachers and students' council respectively were 3.73, 3.18 and 3.37. This indicated majority of the respondents were teachers must be avoid power struggle in the classroom. From the grand mean 3.59 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were teachers must be avoid power struggle in the classroom was agree. in addition the obtained the standard deviation of the three groups respectively were 1.172,

1.453 and 1.402. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df (2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F (2,261)= 4.309$. Therefore, it can be concluded there was a statistically significant mean difference among the three groups teachers must be avoid power struggle in the classroom.

As it was indicated in the table 7 item 6 the computed mean scores of teachers, home room teachers and students' council respectively were 3.69,3.24 and 3.17. This indicated majority of the respondents were teacher must show students mutual respect for each activities. From the grand mean 3.54 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were teacher must show students mutual respect for each activities was agree. In addition the obtained the standard deviation of the three groups respectively were 1.193,1.585 and 1.621. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df (2,261) =2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261)= 3.605$.Therefore, it can be concluded there was a statistically significant mean difference among the three groups teacher must show students mutual respect for each activities.

As it was indicated in the table 7 item 7 the computed mean scores of teachers, home room teachers and students' council respectively were 3.42,3.46 and 4.67 . This indicated majority of the respondents were school leadership must establish school rules and regulations. From the grand mean 3.57 analysis, it can be indicated that the cumulative decision on the issue was that all respondents were school leadership must establish school rules and regulations was agree. In addition the obtained the standard deviations of the three groups respectively were 1.450, 1.752 and 0.479. This shows us there was consistency existing among the three groups on those parameters.

Furthermore, from computed F-ratio at $\alpha=0.05$, $df(2,261) = 2$ which was much greater than the critical region at $\alpha=0.05$ $F(2,261) = 9.894$ therefore, it can be concluded there was a statistically significant mean difference among the three groups school leadership must establish school rules and regulations.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section discusses the summary of the major findings of the study, the conclusions drawn on the basis of the findings and recommendations suggested to be useful to tackle the problems of leadership intervention and students' disciplinary problem.

5.1 Summary of Major Findings

The main purpose of the study was to identify leadership intervention practice and students disciplinary problems of students on the teaching learning process in selected government Primary schools of Jijiga City Administration. To this end, an attempt was made to assess the causes of students disciplinary problems and educational leadership intervention role of school community to alleviate the students' disciplinary problems. In order to solve the aforementioned problems the following basic questions were raised in the study:

- What are the different intervention strategies employed by the school leadership to mitigate students disciplinary problems in Primary schools of Jigjiga City Administration?
- To what extent are educational leadership strategies practiced in Primary schools of Jigjiga City Administration?
- What are the major challenges that educational leaders would face in intervening students disciplinary problems in Primary schools of Jigjiga City Administration?
- What should be done to alleviate the current situation of students' disciplinary problems in Primary schools of Jigjiga City Administration?

So to answer these questions, a descriptive survey research design was employed in this study. Out of 38 governments Primary schools found in jigjig city, Administration five primary schools were incorporated in the study. Similarly, 183 teachers, 30 students counseling 50 Home rooms' teachers, 10 principals and 11 PTAs Participated for the study. As to the data collection techniques, principals and PTAs interviewed, teachers, students counseling and home room teachers were asked to respond to questionnaires and were involved to get adequate data from them so as to assure consistency the study. Having gathered the relevant data through questionnaires and interview were analyzed

quantitatively and qualitatively in a numerical and narrative way so as to arrive at the result of the study. In addition to this, the collected data were interpreted and organized thematically in order to show the consistency of the information gathered through each tools.

However, majority or almost all students are Somali language speakers due to these the questionnaire were translated to their Somali language before collecting the actual data in order to check the reliability and validity of the questionnaires using pilot test to avoid the difficulty, vague and ambiguous items and were conducted at Hadow Primary school. On the other hand, the interview was also analyzed qualitatively by considering the research objectives and basic research questions in order to endorse the necessities of the study.

The study revealed that regarding one of the Causes of the Students Discipline Problems in Primary Schools is unrealistic academic target. Other causes of students' disciplinary problem are Economic factors. According to the interview made with the principals and PTA members also revealed that they support to other participants also, the 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 and Students Family background which has impact of students disciplinary problem that implies the existence of the problem

Regarding the interview which has been made with the principals and PTA members revealed that family is the backbone of making good behavior for children; therefore the difference of children's discipline depends on the different of family behavior.

Although the questionnaire respondents were undecided in the item of less motivated of teachers to present lessons but the interview made with the principals and PTA members revealed that less motivation of teachers to present lessons is one of the challenge. Less motivation a person has implies less hard work and there is a very good chance that the person may eventually give up on or quit the task altogether more readily and quickly than someone who started the same task with a higher level of motivation.

As it was observed from the data, the major challenges facing school leadership includes lack of professional school leadership, less motivation of teachers to present lessons, students low results influential challenges, high absent of students create lack of awareness and students using mobile inside of the class. In the same way, students insulting of teachers and school principal does not work with teachers regularly were the major challenges that face school leadership. This implies this challenge to be solved

In the interview respondents revealed that students not doing homework ,cheating in examination ,tardiness or late coming, truancy or absence, jumping over the fence , lack of interest in education ,poor classroom participation, Property damage ,telling lies, fraud, fighting among students, bad habits e.g. smoking, getting drunk, Insulting/attacking, teachers. The interview made with the principals and PTA members revealed that school leadership work together with the teachers. The principals of well managed schools are constantly aware of disciplinary problems, and are capable of providing the necessary support for educators. He furthermore indicates that, everyone needs love, power, freedom, fun and survival. Everyone has a mental picture of life in which these five basic needs are meet'. When students fail at school or suffer severe punishment, they think that they fail to meet these needs

Concerning the Strategies to control students' disciplinary problems have methods to Solve Students' Disciplinary Problem, but those methods did not implement practically in the actual school environment. School principals, students, school staff, families, and members of the school communities were not actively participated to solve those problems.

In addition, the school principals and parents interview revealed that under Intervention students' strategy problems, the respondents (principals and PTA members) interviewed revealed the following: It would be better to establish school meeting and to discuss about students discipline problems every month in order to reduce the students' disciplinary problems. Also they agree that establishment strategy to intervene students' disciplinary problems is good for school leadership. Most of teachers do not understand about the nature of students' behavior and the conflict cycle and that can increase students' disciplinary problems. Similarly the interview of respondents revealed that. Teachers and

other school community do not provide regularly opportunities to listen to students and teachers do not make students counseling program about their disciplinary problems and that can a factor which can increase the students' disciplinary

Similarly, the study revealed that teachers do not make students counseling that has great value in making decisions and change behavior. School counselors work with all students, school staff, families, and members of the community as an integral part of the education program but did not involve themselves in the action. Why the school counseling is needed, because school counseling programs promote and encourage the school success through the academic achievement, prevention and intervention activities, advocacy and social career development. Effective school counseling programs ensure that all students have equal access to quality academic programs and they needed support in academic personal development to meet the demands of the challenges. Also the findings indicated Teachers do not understand about the nature of students' behavior and the conflict cycle.

Regarding the items of under Intervention students' strategy, the respondents (principals and PTA members) interviewed revealed the following: It would be better to establish school meeting and to discuss about students discipline problems every month in order to reduce the students' disciplinary problems. Also they agree that establishment strategy to intervene students' disciplinary problems is good for school leadership. Most of teachers do not understand about the nature of students' behavior and the conflict cycle and that can increase students' disciplinary problems. Similarly the interview of respondents revealed that. Teachers and other school community do not provide regularly opportunities to listen to students and teachers do not make students counseling program about their disciplinary problems and that can a factor which can increase the students' disciplinary

Furthermore, the finding of the study reveals that Teachers do not listen carefully to students and consider their point view before action. Also respondents supported the idea teachers must be avoid power struggle in the classroom and must show students mutual respect for each activities.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

The study revealed that Students' disciplinary problems existing in some schools. It was specifically focused on identifying the different ways in which school leadership intervenes in students disciplinary problems, examining the extent to which the educational leadership intervention strategies are practiced, identifying the factors that educational leaders faced in intervening students disciplinary problems and Suggest ways in which the educational leadership intervenes in students disciplinary. After employing different data gathering instruments and analyzing the data gathered through quantitative and qualitative methods of data analysis, the researcher has come up with the following conclusions.

The Major causes for the disciplinary problems were unrealistic academic target, economic factors, student family background, difference in social cultural background, unethical teaching practice may direct physical punishment of students and lack of relationship between teachers and students.

In addition, the findings revealed that the challenges facing school leadership: Less motivation of teachers to present lessons, students low results in influential challenges ,high absent of students create lack of awareness, students using mobile inside the class, students go to school without uniform, students insult teachers and school principals does not work properly together with teachers.

Interventions strategy used to address student discipline problem issues at the school or classroom level were to establish school meeting and to discuss about students discipline problems every month. School leadership establish strategic to intervene students disciplinary problem, teachers utilize their own personal experience to explain the concept of the students, teachers and other school community provide opportunities to listen to the students and teachers make students counseling program about their disciplinary problems

In addition, the findings reveal there is lack of system to alleviate students' disciplinary problems in schools. Depending on this, regarding teachers' participation in school discipline meeting, school principals organizing annual school disciplinary plan. Teachers communicate with parents were not effectively implemented in those schools. Regarding on awareness of students' disciplinary problems, teachers organize students 1-5 in the class.

Teachers don't follow up day today students activities in their school compound, teachers don't listen carefully to students and consider their point view before action and educational leaders don't develop school leadership professional skills.

Moreover, the findings revealed that lack of solving students disciplinary problems including preparing meeting among the parents, teachers' administration to discuss student disciplinary problem. Lack of students teachers respect and they provide guidance and counseling when they make mistake. Lack of school leadership set school rule control student to be absenteeism, teachers help students to feel good about their discipline, school leadership must establish or prepare school rule and regulation and teachers must avoid power struggle in the classroom during teaching learning process.

5.3 Recommendation

Based on the findings and conclusions of the study, the following recommendations have been made.

1. Jigjiga city administration primary school principals has to solve the disciplinary problems which are unrealistic academic target, unethical teaching practice that direct physical punishment of students and lack of relationship between teachers and students. Teachers and administration of school should have good commitment to do on the discipline problems through collaboration.
2. The study revealed that challenges facing school leadership were less motivation of teachers to present lessons, students low results in influential challenges, high absent of students create lack of awareness, students using mobile inside the class, students go to school without uniform, students insult teachers and school principals does not work properly together with teachers to solve that challenges education office have to prepare strategies to intervene those problems. Communities, teachers, principals, PTAs and parents should play a pivotal role on the applying the strategies of the school through rules and regulations of the school.
3. The study revealed that Interventions strategy used to address student discipline problem issues at the school or classroom level were not enough. Education leaders

are expected to establish school meeting and to discuss about students discipline problems every month. In addition to that, school leadership should establish strategies to intervene students' disciplinary problem and teachers understand about the nature of students behavior and conflict cycle. Teachers should utilize their own personal experience to explain the concept of the students also school community has to provide opportunities to listen to the students counseling program about their disciplinary problems.

4. The study pointed out that lack of system to alleviate students' disciplinary problems in schools. Teachers have to participation in school discipline meeting and communicate with parents effectively to implement systems alleviate disciplinary problems. School principals have to organize annual school disciplinary plan and organize students 1-5 in the class. Principals should also provide structure and support through the use of regular routine and establish disciplinary problems rules with student input. The school leaders should give continues training so as to minimize teachers' poor quality, passiveness and novice teachers. School principals should also establish awareness creation to alleviate current situation of students disciplinary problems

5. The study revealed that teachers don't follow up day today students activities in their school compound and don't listen carefully to students and consider their point view before action. Teachers have to improve on going activities and communication skills. Teachers should strive to make the class climate positive for all students including disciplinary challenges through careful verbal communication, nonverbal communications and provide the necessary classroom management system to manage students disciplinary Problems. Teachers should use teaching aid material and psychological rewards in order to motivate their students for teaching learning process. Teachers should use annual lesson plan, teacher avoid power struggle inside of class when they teach subjects. teachers must show students mutual respect for each activities, school leadership must establish school rule and regulations academic year

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7. APPENDICES

HARAMAYA UNIVERSITY

Postgraduate Program Directorate

College of Education and Behavioral Sciences

Department of Educational Leadership and Management

Appendix I: Questionnaire for teachers, Home room teachers.

General Direction

Dear respondent, this questionnaire is for research purpose by Mr Ismail Ali on the topic entitled “the Leadership Intervention Practice in Student Disciplinary Problems in *Primary* School of Jijiga City Administrator”, for his M.A thesis at Haramaya University. The questionnaire is prepared to get your opinion on how well the school has met its objectives and how you feel about your role as a teachers to control student disciplinary problems in your school. There are not right or wrong answers for these questions. The researcher is only interested in your opinions. Your answers will be used for only academic purpose and your identity will be kept confidential. The finding of this research are very much dependent on your genuine responses. Thus, the researcher kindly requests you to fill in and return the questionnaire honestly.

Please, read each statement carefully and choose the response which best reflect your opinion and do not be afraid to write anywhere in the paper if you have additional information about the issues under study. Answer the following questions by putting (√) mark or by writing when needed.

Thank you in advance for your cooperation!

Part – One: - personal Information

| Sex | Age Group | Educational Level | Years of Services | Salary (In Birr.) |
|------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Male | below 21 years | certificate | 1-5 years | 1001-2500 |
| Female | 21-25 years | diploma | 6-10years | 2501-3500 |
| | 26-30 years | BA/BSc/BEEd | 11-15 years | 3501-5000 |
| | 31-35 years | MA/MSc/MEd | 16-20 years | 5001 and above |
| | 36-40 & above | any other | 21-25 years | |
| | 41-45 years | | 26-30 years | |
| | 46-50 years | | above 30 years | |
| | above 50 years old | | | |
| | your current duty | Home/R/Teach | Teachers | |

Part two

Here are statements about your participation/ involvement in your school. You may agree with some of these statements or you might disagree. These statements are designed to provoke a response. They do not necessarily reflect the opinions of the researcher. I would like you to tell me what your attitude is to each statement by selecting 1 strongly agree, 2 agree 3, undecided, 4 disagree, and 5 strongly disagree

Answer the following questions by putting (√) mark

| 1.What are the major factors that cause students' disciplinary problems | | | | | | |
|--|---|-----------|---|---|---|---|
| No | Items | Responses | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Teaching Unrealistic academic target | | | | | |
| 2 | Economic factors | | | | | |
| 3 | Student Family background has impact of student disciplinary problem | | | | | |
| 4 | difference in social culture background | | | | | |
| 5 | Unethical teaching practice may direct to physical punishment of students | | | | | |
| 6 | Lack of relationship both teachers and students | | | | | |

| 2. What are the major challenges that educational leaders will face in intervening students disciplinary problems in Primary schools jigjiga city administration? | | | | | | |
|--|--|-----------|---|---|---|---|
| No | Items | Responses | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Less motivation of teachers to present lessons | | | | | |
| 2 | Students low results influential challenges | | | | | |
| 3 | High absent of students create lack of awareness | | | | | |
| 4 | Students using mobile inside of the class | | | | | |
| 5 | students go to the school without uniform | | | | | |
| 6 | Students insulting of teachers | | | | | |
| 7 | School principals work together with teachers | | | | | |

3. What are the different strategies employed by school leadership to mitigate students disciplinary problems in primary schools of jigjiga city administration?

| No | Items | Responses | | | | |
|----|---|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | to establish school meeting and to discuss about students discipline problems every month | | | | | |
| 2 | School leadership establish strategy to intervene students disciplinary problems | | | | | |
| 3 | Teachers understand about the nature of students behavior and the conflict cycle | | | | | |
| 4 | Teachers utilize their own personal experience to explain concept the students | | | | | |
| 5 | teachers and other school community provide opportunities to listen to students | | | | | |
| 6 | Teachers make students counseling program about their disciplinary problems | | | | | |

4. What should be done to alleviate the current situation of students disciplinary problems in Primary school of Jigjiga city administration

| No | Items | Responses | | | | |
|----|--|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Teacher participate on school disciplinary committee meeting | | | | | |
| 2 | School principal Organizing annual school disciplinary plan | | | | | |
| 3 | Teachers communicate with parents regarding about awareness of students disciplinary problem | | | | | |
| 4 | Teachers organizing students (1-5) in the class | | | | | |
| 5 | teachers follow up day to day students activities in their school compound | | | | | |
| 6 | Teachers listen carefully to students and consider their point view before action | | | | | |
| 7 | Educational leaders develop school leaders professional skills | | | | | |

| 4.1. Solving Students' Disciplinary Problem | | | | | | |
|--|---|-----------|---|---|---|---|
| No | Items | Responses | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | .preparing meeting among parents, teachers administration to discuss students disciplinary problems | | | | | |
| 2 | to insure students teachers respect and they provide guidance and counseling when they make mistake | | | | | |
| 3 | School leadership set school rule control students to be absenteeism | | | | | |
| 4 | Teachers help students to feel good about their discipline | | | | | |
| 5 | .teachers must be avoid power struggle in the classroom | | | | | |
| 6 | teacher must show students mutual respect for each activities | | | | | |
| 7 | school leadership must establish school rules and regulations | | | | | |

HARAMAYA UNIVERSITY
Postgraduate Program Directorate
College of Education and Behavioral Sciences
Department of Educational Leadership and Management
Appendix II: Questionnaire for students

General Direction

Dear respondent, this questionnaire is for research purpose by Ato Ismail Ali on the topic entitled “the Leadership Intervention Practice in Student Disciplinary Problems in *Primary* School of Jijiga City Administrator”, for his M.A thesis at Haramaya University. The questionnaire is prepared to get your opinion on how well the school has met its objectives and how you feel about your role as a student to intervene student disciplinary problems in your school. There are not right or wrong answers for these questions. The researcher is only interested in your opinions. Your answers will be used for academic purpose only and your identity will be kept confidential. The finding of this research is very much dependent on your genuine responses. Thus, the researcher kindly requests you to fill in and return the questionnaire honestly.

Please read each statement carefully and choose the response which best reflect your opinion and do not be afraid to write anywhere in the paper if you have additional information about the issues under study. Answer the following questions by putting (√) mark or by writing when needed.

Thank you in advance for your cooperation!

Part – One personal background

| Age | | Sex | | Your Educational Level | |
|--------------------|--------------------------|--------|--------------------------|------------------------|--------------------------|
| | | | | Grade | Tick (√) |
| | | | | 5 | <input type="checkbox"/> |
| below 10 years old | <input type="checkbox"/> | Male | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| | | female | <input type="checkbox"/> | 7 | <input type="checkbox"/> |
| 11-13 | <input type="checkbox"/> | | | 8 | <input type="checkbox"/> |
| 14-16 | <input type="checkbox"/> | | | | |
| 17-19 | <input type="checkbox"/> | | | | |
| 20-22 | <input type="checkbox"/> | | | | |
| above 22 years old | <input type="checkbox"/> | | | | |

Part two

Here are statements about your participation/ involvement in your school. You may agree with some of these statements or you might disagree. These statements are designed to provoke a response. They do not necessarily reflect the opinions of the researcher. I would like you to tell me what your attitude is to each statement by selecting 1 strongly agree, 2 agree, 3 undecided, 4 disagree, and 5 strongly disagree

Answer the following questions by putting (√) mark

| 1.What are the major factors that cause students' disciplinary problems | | | | | | |
|--|--|-----------|---|---|---|---|
| No | Items | Responses | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Waxbarasho bilaa u jeedo ah | | | | | |
| 2 | Arrimo dhaqaale | | | | | |
| 3 | Qaab nololeedka qoysku saamayn ayuu ku leeyahay dhibaatooyinka anshaxa ardayda | | | | | |
| 4 | Kala duwanaanshaha dhaqan bulsheed | | | | | |
| 5 | Waxbarashada aan anshaxa lahayn waxaa lagayaabaa in ay horseedo ciqaab jidheedka ardayda | | | | | |
| 6 | Xidhiidh la'aanta ka dhaxaysa barayaasha iyo ardayda | | | | | |

| 2. What are the major challenges that educational leaders will face in intervening students disciplinary problems in Primary schools jigjiga city administration? | | | | | | |
|--|--|-----------|---|---|---|---|
| No | Items | Responses | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Barayashaa aan lahayndareen soo jiidashomarka ay casharkadhigayaan fasalkagudihiiisa | | | | | |
| 2 | Natiijada ardayda oo hoosaysa waxaysaamayn kuleedahay anshax darada ardayda | | | | | |
| 3 | Habsankaoobata wuxuu sababa wacyigalin la'aan anshax xumada ardayda | | | | | |
| 4 | In fasalka hexdiis laguistic maalo mobil waaca qada ugu wayneehaysa dugsiga | | | | | |
| 5 | Ardaydu waxay tagaan dugsiga dirays la'aan | | | | | |
| 6 | Ardaydu waxay caayaan barayaasha | | | | | |
| 7 | Maamulayaasha iyo barayaashu way wadashaqeyaan | | | | | |

4. What are the different strategies employed by school leadership to mitigate students disciplinary problems in primary schools of jigjiga city administration?

| No | Items | Responses | | | | |
|----|---|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Si loo qabto kulamada dugsiga oo loo falanqeeyo waxyaabo ku saabsan dhibaatooyinka arshaxa ardayda maalin kasta | | | | | |
| 2 | Hogaaminta dugsigu waxa ay sameeyaa nidaam lagu faragalinayo dhibaatooyinka anshaxa ardayda | | | | | |
| 3 | Barayaashu waxa ay fahmaan dabeecada iyo hab dhaqanka ardayda iyo isku dhacyada soo noqnoqda | | | | | |
| 4 | Barayaashu waxay ka faa'iidaystaan waaya aragnimadooda gaarka ah si ay u sharxaan fikirka ardayda | | | | | |
| 5 | Barayaasha iyo bulshada kale ee dugsiguba waxay siiyaan fursada si ay u dhagaystaan ardayda | | | | | |
| 6 | Barayaashu waxa ay sameeyaan barnaamijka la talinta ee kusaabsan dhibaatooyinka anshax darada | | | | | |

4. What should be done to alleviate the current situation of students disciplinary problems in Primary school of Jigjiga city administration

| No | Items | Responses | | | | |
|----|--|-----------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Barayaashu waxay ka qaybqaataan kulanada gudiga anshaxa | | | | | |
| 2 | Maamulaha dugsigu waxa uu isku dubaridaa qorsha sanadeedka anshaxa dugsiga | | | | | |
| 3 | Barayaashu waxay xidhiidh la sameeyaan waalidiinta dhinaca wacyigalinta dhibaatooyinka anshaxa ardayda | | | | | |
| 4 | Barayaashu waxay ardayda u habeeyaan (1-5) fasalka dhexdiisa | | | | | |
| 5 | Barayaashu waxay si dhaw ula socdaan hawlgalada maalinlaha ah ee ardayda | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| | dugsiga dhexdiisa | | | | | |
| 6 | Barayaashu si taxadar leh ayay u dhagaystaan ardayda waxayna qiimeeyaan aragtidooda ka hor inta ayna tallaabo qaadin | | | | | |
| 7 | Hogaamiyaasha waxbarashadu hogaamiyaal dugsi oo xirfad leh | | | | | |

| 4.2. Solving Students' Disciplinary Problem | | | | | | |
|---|---|-----------|---|---|---|---|
| No | Items | Responses | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | . waa in la diyaarinta shir ay wada yeeshaan maamulka dugsiga , waalidiinta , macalimiinta, kadibna laga wada hadlo anshax xumada ardayda | | | | | |
| 2 | waa in ardada lawaaniyo , lalataliyo ,latixgeliyo marka ay sameeyaan khalad | | | | | |
| 3 | maamulka dugsigu waa inuu soo saaro sharci lagu dabagalayo ardayda habsanka badan | | | | | |
| 4 | waa in ay barayaashu caawiyaan ardada si ay dabecadoodu u wanaagsanaato | | | | | |
| 5 | barayaashu waa inay kataxadaraan inay ardayda xoog ku muquuniyaan fasalka gudahiisa | | | | | |
| 6 | barayaasha waxqabadkasta waxa loo baahan yahay waa in ardayda loo muujiyo tixgelin wacan | | | | | |
| 7 | waxa waajib ah maamulka dugsigu waa inuu diyaariyo sharci lagu maamulo dugsiga | | | | | |

Appendix iii

Interview questionnaire P.T.As principal

1. To what extent do you think student disciplinary problems created for schools teacher and administration?
 - A. _____
 - B. _____
 - C. _____
2. What type of communication between school and parents concerning rules and regulation do you think would be beneficial ?
 - A. _____
 - B. _____
 - C. _____
3. Do you think that the school surroundings atmosphere and environment affect students discipline problem?
 - A. _____
 - B. _____
 - C. _____
4. How do you think in teachers should handle students disciplinary problems ?
 - A. _____
 - B. _____
 - C. _____
5. What should be done to alleviate the current situation of student disciplinary problems in your school?
 - A. _____
 - B. _____
 - C. _____
6. What way of leadership intervention student's disciplinary problem in your school
 - A. _____
 - B. _____
 - C. _____
7. What system of educational leadership to alleviate student disciplinary problem
 - A. _____
 - B. _____
 - C. _____
8. What strategies to use in under reduce student's disciplinary problems in your school?
 - A. _____
 - B. _____
 - C. _____
9. What do you think are possible actions or strategies that should be taken to participate P.T A as members in the school disciplinary committee?
 - A. _____
 - B. _____

C. _____
10. Please describe another source of students discipline problems in your school?

A. _____

B. _____

C. _____