

**PRACTICES AND CHALLENGES OF SCHOOL
LEADERS IN MANAGING STUDENTS' DISCIPLINARY
PROBLEMS IN SECONDARY SCHOOL OF SOUTH
WEST SHAO ZONE, OROMIA REGIONAL STATE**

MA THESIS

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**Practices and Challenges of School Leaders in Managing
Students' Disciplinary Problems in Secondary School of
South West Shao Zone, Oromia Regional State**

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MASTER OF ARTS IN SCHOOL LEADERSHIP

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DEDICATION

I dedicate this piece of work to my beloved wife Ms. Ejigayehu Gebissa and my daughter Lensa Lechisa and my son Heka Lechisa for giving unlimited support to my success.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. This Thesis is submitted in partial fulfillment of the requirements for MA Degree at Haramaya University. The Thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the library. I seriously declared that this Thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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ABBREVIATION AND ACRONYMS

AAU	Addis Ababa University
MBC	Mathematics, Basic Science and Civics
MoE	Ministry of Education
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
RSA	Republic of South Africa
SPSS	Stastical Package for Social Science
WEO	Woreda Education Office
WETB	Woreda Education and Training Board Committee
ZEO	Zone Education Office

TABLE OF CONTENTS

DEDICATION	iii
STATEMENT O F THE AUTHOR	iv
BIOGRAPHICAL SKETCH OF THE AUTHOR	v
ACKNOWLEDGEMENT	vi
ABBREVIATION AND ACRONYMS	vii
TABLE OF CONTENTS	viii
LIST OF TABLE	x
ABSTRACT	xi
1. INTRODUCTIONS	1
1.1. Background of the Study	1
1.2. Statement of the Problem	3
1.3. Research Questions	4
1.4. Objectives of the study.	4
1.4.1. General objective	5
1.4.2. Specific objectives	5
1.5. Significance of the Study	5
1.6. Delimitation of the Study	6
1.7. Limitation of the Study	6
1.8. Operational Definition of key Terms	7
2. REVIEW OF RELATED LITERATURE	8
2.1. Context and Definition of Discipline	8
2.1.1. Principles of good disciplinary methods in schools	9
2.1.2. Purpose of discipline in schools	10
2.1.3. Types of Students disciplinary problems	12
2.1.4. Practices to prevent classroom problems	14
2.2. Appropriate Disciplinary Actions	15
2.2.1. Positive disciplinary actions	15
2.2.2. Negative disciplinary actions	16
2.2.3. Types of disciplinary management in school site	17
2.3. Concept and Meaning of Leadership	18
2.3.1. Concept of leadership	19
2.3.2. Concept instructional leadership	19
2.3.3. The basics of successful leadership	20
2.3.4. The effects of leader on student learning	21
2.3.5. How leadership influence student learning	22
2.3.6. Students' personal effort in their behavioral changes	24
2.3.7. The school leaders matter	25
2.4. Practices of School Leader for Solving Student's Misbehavior	25

[continued.....](#)

2.4.1. Positive approach and teacher effectiveness training	26
2.4.2. School leaving theory and educational philosophy and detention	26
2.4.3. Suspension or temporary exclusion and expulsion	26
2.5. Challenges of School Leaders in Student’s Disciplinary Problems	27
2.5.1. Truancy and absenteeism	27
2.5.2. Fighting and stealing	28
2.5.3. Drug addiction	28
2.6. Role of Students in Managing Discipline	28
3. RESEARCH DESIGN AND METHODOLOGY	30
3.1. Description of the Study Area	30
3.2. Research Design	30
3.3. Source of Data	30
3.3.1. Primary source of data	31
3.3.2. Secondary source of data	31
3.4. Population, Sample Size and Sampling Techniques	31
3.5. Data Collection Instruments	34
3.5.1. Questionnaire	34
3.5.2. Interview	35
3.5.3. Document review	35
3.6 Data Collection Procedures	36
3.7. Method of Data Analysis	36
3.8. Ethical Consideration	37
4. RESULTS AND DISCUSSIONS	38
4.1. Background of Respondents	38
4.2. Practices of School Leaders to Solve Students’ Disciplinary Problems	41
4.3. Challenges of school leaders to solve students’ disciplinary problems.	45
4.4. The Current Status of Students’ Disciplinary Problems in the Schools	49
4.5. Factors for students’ disciplinary problems in the school.	56
4.5.1. Home Related Factors	56
4.5.2. Teachers Related Factors	58
4.5.3. School Environment and Administration as a Factor	62
4.5.4. Curriculum as a factor	64
4.6. Coping strategies for students’ disciplinary problems	65
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	70
5.1. Summary	70
5.2. Conclusion	73
5.3. Recommendations	75
6. REFERENCES	77
Appendix - A	81
Appendix - B	87

LIST OF TABLE

Tables	Pages
1. Population, Sample Size and Sampling Technique	33
2. Reliabilities of the Sections of the Questionnaire	35
3a. Characteristics of Respondents on Sex, Age, and Educational Qualification	39
3b. Characteristics of Respondents on Current Position and Year of Serves	40
4. Descriptive Analysis on Practice of school leaders in disciplinary issues	41
5. Multiple Regression Model of School Leaders' Practices	44
6. Descriptive Analysis of Challenges in School Leaders to Solve Students' Disciplinary Problems	45
7. Multiple Regression Model of School Leaders' Challenge that Disturbed Teaching Learning in the School	48
8a. Frequency of Current Status of Students Disciplinary Problems	50
8b. Frequency of Current Status of Students Disciplinary Problems	53
9a. Home Related Factors of Students Disciplinary Problems	57
9b. Teacher Related Factors of Students Disciplinary Problems	59
9c. School Environment and Administration Related Factors of Students Disciplinary Problems	63
9d. Curriculum Related Factors of Students Disciplinary Problems	65
10. Descriptive Analysis of Respondents Response on Copying Strategies	66
11. Top Multiple Regression Model Mechanism to Solve Disciplinary Problem in the School	68

PRACTICES AND CHALLENGES OF SCHOOL LEADERS IN MANAGING STUDENTS
DISCIPLINARY PROBLEMS IN SECONDARY SCHOOL OF SOUTH WEST SHAO
ZONE OROMIA REGIONAL STATE.

LECHISA ETICHA HERKO

ABSTRACT

The purpose of this study was to assess the practice and challenges of school leaders in managing students' disciplinary problem in secondary schools of south west shoa zone. The main challenges and practices of school leaders are managing and facilitating their school interaction with parents, teachers, students and other school community. Students' misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the students. In the study, descriptive survey research design was used. The participant of this study were 5 secondary schools, 14 school principals, 162 other school leaders, 15(supervisors, PTA chairpersons and WEO headperson) and total 191 respondents in south west shoa zone. The researcher collected the data through the use of questionnaires, in interview and document review. Data was analyzed using descriptive and inferential statistics. Moreover, the study was identified the common types of disciplinary problem in south west shoa zone; writing unnecessary things in different places, late coming, jumping over the fence, fighting with the school community, refusing to obey orders, cheating on tests, not worry about their education. Their for, the study focus on who school leader solve those problem in the school. The study also identified the causative factors related to home, school-teachers, school environment and administration, and also curriculum related factors. The practice of school leaders to overcome disciplinary problem includes using collaborative strategies to resolve disciplinary issues, strengthening school rule and regulation and community relationship, giving critical decision for the student and awarding them for good behavior; giving guidance and counseling service to create a conducive environment for the student. Additionally challenges commonly faced secondary school leadership were identified a smaller amount participation of parents in decision making about their students, not as much as developing school community relationship with the students, lack of skilled man power for giving guidance and counseling service, less academic background of the student, refusing to obey order between staff worker and student, not addressing student's need in academic area. Finally, it was recommended that the Rules and the consequences of breaking them should be clearly specified and communicated to staff, students and parents by school leaders. Give decision for the student itself to solve its disciplinary problem by displaying what the school rule approximately, and the schools should address students concerns, encourage parents to play their roles, and embrace guidance and counseling program in dealing with students indiscipline.

1. INTRODUCTIONS

This chapter consists of the background of the study, statement of the problem, objective of the research, basic research question, significance, delimitation, limitations, and definition of key term of the study briefly.

1.1. Background of the Study

Different writers raise the significance of promoting and maintaining good discipline among the members the institution in any social institution including schools. Schools achieve their desired educational objectives if their rules, regulations and norms are accepted and respected by their students. An achievement of educational goals to a larger extent depends on student discipline. Thus, students are expected to be disciplined and react accordingly. And principals play a key role in the maintenance of student discipline in secondary schools. Students do not act in line with norms in schools rather they are engaged in disruptive behavior which has negative impact on the teaching and learning process (Melaku, 2007)

A school is a social institution established to fulfill the social, economic and political demand of the society by educating the citizens through formal instructional process. Thus, the primary objective of the school is to create physical, mental and spiritual developments of the students so as to make them all rounded and good citizen that can play active role in social development. In order to do so, schools are established in an organized manner to attain certain goals. But an organization needs a discipline to attain its designed goals. Discipline is an important component of human behavior. It helps not only to regulate people's reactions to various situations but also regulating human conduct and relations with others. It is the epicenter of success of a school; therefore all members of a school are expected to adhere to various standards or codes of behavior (Okumbe, 2001)

Ayalew(1996) cited in Melaku (2007) also argues that: "Good discipline is necessary condition. To realize the desired educational objectives, school youngsters must adjust to the existing culture and institutions with which they participate". The effect of misbehavior decreases teaching learning attentions and limit the performance of the students. Preventing misbehavior is less stressful and more productive than disciplining students after the negative

behavior occurs. A well-managed classroom helps to prevent misbehavior by providing consistency, clear expectations and predictable routines. A classroom with minimal misbehavior helps a teacher to ensure a positive educational environment for all students.

Ireri (1992), in traditional society, the question of children's discipline was a joint effort for all members' of society. Today, most children go to school from a very early age and therefore spend most of their time away from their parents. Therefore, the discipline is the crucial issue in a given organization. It is also the first ranked issue in education. In addition, misbehavior harms teachers and their students because it interrupts classroom instruction. It increases the teachers' stress levels, diverts the teachers' attention and thus negatively influences the quality of teaching-learning and subsequently interferes with academic achievement and success. Moreover, misbehavior creates an atmosphere of discomfort, insecurity, fear and school administrators are forced to spend a disproportionately high amount of time dealing with discipline problems.

Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the students. Moreover, researches findings have shown that school misbehavior not only waste time but also lower academic achievement and increase delinquent behavior (Gaustad, 2002). The behavioral changes of the students' on disciplinary problems need different contribution from different body. Such contributions may be from parent, teacher, government and NGO, leader, and student itself are the main crucial.

In Ethiopian context, students' disciplinary problem seems to influence negatively the teaching- learning process in general secondary schools. Currently, it is possible to guess this problem greatly influencing many general secondary schools throughout the country. The general secondary schools found in south west shoa zone seems infected by this problem. Disruptive behavior in the general secondary schools in South west Shoa, particularly in Yehibiret Fire, Teji, Bantu, Dejaszmech Garasu Duki and Chitu has become a great problem. The disruptive behavior of students in general secondary schools seem to be one of the unresolved and still accelerating problems. For example, in 2012 the number of students who were suspended from Bantu general secondary school was 2 male students. But in 2013 in the same school the number of students who are out of the school for two years due to disciplinary

problem is 9 males and 2 female students, totally 11 students. Therefore, this indicates that the disciplinary problem in the school is increasing from time to time (Taye, 2013).

1.2.Statement of the Problem

McEwen(2003) has conclude that lack of training teacher cooperation vision and good will, shortage of time, and common impediment to educational leadership effectiveness. Moreover, the principal personality, vision, extent of commitment, and human relation skill can serve to constraint the exercise of leadership. As clearly stipulated in the policy documents, education is considered as a key instrument for Ethiopia's socioeconomic and political transformation (MoE, 1994). Notwithstanding the country's efforts and positive developments in expanding access, and improving equity, the progress made so far to improve quality is limited. In fact, among the factors complicating the problem of Ethiopian education is the recent erosion of educational quality. However, it needs empirical evidences, students misbehavior may one aspect of the reason.

Selamawit(2012) stated that students' misbehavior is increasing; and it is becoming social and government issue in Addis Ababa. If no intervention is made towards students' misbehavior most pupils become jobless, chat chewer, drinkers, vandalistic, hopeless and influence other students by being negative role model. Alemayehu (2012) carried out a research on assessment of students' misbehavior and coping strategies in the case of Shashemene secondary school. Previous researches carried out on the youth in Ethiopia show that specific analysis of certain deviant behaviors and their causes have been the focus of investigation. However, many of these researches direct their attention towards assessing behaviors. Disciplinary problems and practices do not exist in a vacuum but are part of the developing sociological landscape. This approach is in line with the fact that behavior of the youth particularly that of secondary schools students' are included in this fact.

For healthy social interaction and smooth working environment in the school, the existence of proper order and discipline among members of the school is essential. The rules and regulations of the schools should be accepted and respected by all of the members of the school. In our country, punitive and preventive methods of enhancing student discipline are

often inadequate to deal with some of the unique discipline cases. Therefore, by taking some disciplinary problems seen in to consideration, the student researcher is interested to assess the current status of students' disciplinary problem in the zone. In fact, studies have been conducted on the issue before, but some of them can not represent the current status due their duration and some of them emphasized only on mission and private general secondary schools, and some of them only on public and government secondary schools.

The main challenges and practices of school leaders are managing and facilitating their school interaction with parents, teachers, and other school community. This responsibility includes working with parents when disciplinary issues arise, and share the vision of professional goals and responsibility for the success of the school as a whole (MoE, 1994). Therefore, this study intends to uncover the current status of the disciplinary problems in government general secondary schools. Hence the gap that the researcher went to full fill was instructional leader must have necessary knowledge, skills, and understanding in their function to be influential leader to solve students' disciplinary problem in the school and bring high behavioral changes for the students.

1.3. Research Questions

In doing so, the study attempted to answer the following basic research questions.

1. What are the practices of school leaders to solve students' disciplinary problems in secondary Schools of Southwest Shoa Zone?
2. What are the challenges of school leaders to solve students' disciplinary problems in secondary schools of Southwest Shoa Zone?
3. To what extent does the current status of students' disciplinary problems affect teaching learning process in secondary schools of Southwest Shoa Zone?
4. What mechanisms are needed for the future to minimize the occurrence of disciplinary problems in secondary schools of Southwest Shoa Zone?

1.4. Objectives of the study.

This topic is dealing with both general and specific objectives of the study.

1.4.1. General objective

The general objective of this study was to assess the practices and challenges of school leaders to solve students' disciplinary problems into desirable line in secondary schools of Southwest Shoa Zone of Oromia Regional State.

1.4.2. Specific objectives

Specifically, the specific objectives of this study were intended to

1. Identify the practices of school leaders to solve students' disciplinary problems in secondary schools of Southwest Shoa Zone.
2. Pinpoint the challenges of school leaders to solve students' disciplinary problems in secondary schools of Southwest Shoa Zone.
3. Assess the extent to which current standing of students' disciplinary problems affects teaching-learning process in secondary schools of Southwest Shoa Zone.
4. Examine the efforts made by educational stakeholders to solve student misbehavior in secondary school for the future in zone.

1.5. Significance of the Study

The study was significant that the problem of less behavioral changes of the student in the study area can be improved through identifying the potential of instructional school leader that needs to be strengthened for the future. In addition, the result of this study may help create some awareness in instructional leader so that teaching-learning process may receive due attention. Moreover, the study considerably identifies major problems and put them in priority order of importance so that responsible bodies would take necessary remedial measures in accordance with the recourse capacity.

This study is assumed to be very important since it is expected to benefit the following bodies: Principals and vice principals may get some ideas on how to become effectively transform students' misbehavior into desirable line. This study activates students not to misbehave and learn properly in the classroom. Further, it enables teachers practicing misbehavior to identify the challenges facing their instruction. Finally, other researcher may benefit from the study in

that it contributes additional information to the existing findings to serve as literature for related area.

The major findings of study may serve as a guideline for all stakeholders such as school administrators, teachers, parents and even students themselves to reduce the disciplinary problems in the schools. In doing so, it is promote conducive teaching and learning environment in the general secondary schools of Southwest Shoa Zone. The other point is that it may help to addresses the current condition of students' disciplinary problems and their causes in general secondary schools of Southwest Shoa Zone. Not only this but also it could enable to maintain and manage students discipline in general secondary schools and it may help as a literature resource on school wide disciplinary problems in addition to what has been accumulated so far.

1.6 Delimitation of the Study

This study was delimited to the disciplinary problems in Bantu, Yehibiret Fire, Teji, Dejazmach Garasu Duki and Chitu General Secondary Schools found in Southwest Shoa Zone in five Woredas. Because of time, budget, geographical set up and infrastructure the study delimited into five secondary schools. Since discipline covers a large area, the study was only be focused on the current status of nearest two year (2015-2016) of the problem in grade 9-10. Because disciplinary problems in nature too bulky and also if more than two year it's complicated to solve and difficult to remember all about the problem. In addition to this the topic of study focused on secondary school not primary and preparatory. The independent variable treated in this study was the practice and challenges of school leaders and the dependent variables were students' discipline problem occurred in the school.

1.7. Limitation of the Study

It is impossible to be certain that the study can be free of limitations. One of limitation was difficult to get the students that where participating in solving disciplinary problem in the school. Because currently some of them were joined higher education and the other is out of the school at that year(2015/2016).

1.8. Operational Definition of key Terms

Challenge it's a complicated task in the school between the school leaders and students.

Disciplinary problem refers to the bad character observed, which is against to the rules and norms of the school.

Disruptive behavior refers to disorderly interrupts the learning teaching process

Leader is a person that leads the school in conditions of excellence, success, etc.

Other school leader refers unit leaders, department head, homeroom teachers and organized committees in the school for leading

Practice indicates an activities used to improve the students' misbehavior in the school.

Principal releases the chief administrator in secondary school.

Secondary school shows the school from grade 9 to grade 10 in Ethiopian context

2. REVIEW OF RELATED LITERATURE

This chapter discusses the concepts of discipline, principles of good disciplinary methods in schools, purpose of discipline in schools, types of discipline. And also deals with the mechanisms how to prevent or minimize the disciplinary problems seen in the schools. Also attempts to review some ideas raised by different scholars in different times in reference to the leadership, challenges and practices of leaders towards students learning outcome, some qualities of instructional leader and how to managing student disciplinary problem are going to be reviewed.

2.1. Context and Definition of Discipline

Good (1995) cited in Taye (2013) expresses discipline as “characteristic, regulation, control, degree and kind of orderliness in a given school or the means by which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the school’s function.” Brown and Phelps (1961) identified four definitions of discipline that have significance to school or class room, if utilized. The first one is discipline is the process or result of directing or subordinating immediate wishes, impulses, desires or interests for the sake of an ideal or for the purpose of gaining more effective dependable action. The second one is persistent, active, and self-directed pursuit of some selected course of action even in the face of obstacles or destructions. The other is direct authoritative control of pupil behavior through punishments and/or rewards. The last is subjection to rule; submissiveness/obedience to order and control; habit of obedience.

The above definition indicates that the first two definitions apply to the learners as action means and the second two definitions make the learner the receiver of the action. These latter two definitions suggest inhabitation and self-discipline. Thus discipline seen as one to take action and an inhibiting force which prevents action by making the results of action which is painful. Therefore, the first two definitions indicate the classroom situations and the third one suggested that the one that teachers sometimes forced to use the direct, authoritative control of behavior to apply. The other definition given by (Brown and Phelps, 1961 Shankar, 1989) indicates discipline as an implicit compliance with orders under all conditions.

Discipline is a word derived from the Latin root *discipulus*, meaning one who learns (pupil). Thus discipline laterally means the process of learning and training for some specific end (Yeager, 1949 and Kujoth, 1970). We can also say that discipline is the control exerted by a teacher over the behavior of the learners. Over the years, discipline has been equated with punishment, specifically, corporal punishment. Punishment and discipline, however, is not the same thing. Discipline involves teaching others right from wrong. Specifically, discipline includes methods to prevent or respond to behavior problems so they do not occur in the future (Slavin, 2009). The following are common definitions of the word discipline found in most dictionaries: training to act in accordance with rules, instruction, and exercise designed to train proper conduct or action; behavior in accordance with rules of conduct; and a set or system of rules and regulations. As seen in these definitions, discipline is about teaching students how to behave appropriately in different situations. It is not punishment, although punishment is one possible way of disciplining students.

Discipline refers to the approaches and strategies teachers use to guide and promote constructive student behavior. Discipline is as immediate as correcting misbehavior and as far-reaching as developing a trusting relationship. Discipline is often misunderstood. Some people think of discipline as punishment. For example, Maria pushes a student in the hallway, and she is “disciplined” with extra homework. Discipline involves more than simply reacting to misbehavior and punishing recalcitrant students; discipline is proactive and educational (Gaustad, 1991).

2.1.1. Principles of good disciplinary methods in schools

According to Okumbe (1999), there are seven principles of discipline. They include prior knowledge of rules and regulations in a school, disciplinary actions should be applied immediately after infraction, consistently applied, must be objective, disciplinary action should be impersonal, avoiding entrapment and allowing right of appeal. This implies that in schools principals are expected to follow the above disciplinary action when dealing with in disciplined students. Research on school discipline and safety shows that, rather than leading to a more lenient environment that tolerates misbehavior, schools promoting an ethical culture can create an environment where misconduct is less likely.

Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline (Rosen, 1997). As education researcher (Daniel, 1989) points out, the goal of good behavior is necessary, but not sufficient to ensure academic growth. Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

2.1.2. Purpose of discipline in schools

The purpose of discipline is to teach students social skills they need for success both in and out of school. Social skills instruction involves more than students' sitting quietly in their seats and raising their hands. We as teachers want students to follow classroom rules, but we also want them to be cooperative and accountable for their behavior (Gaustad, 1991). Effective disciplinary practices teach students how to manage their feelings, behave appropriately, and respect others' rights.

Effective classroom management is practical instinctively (automatically); it is not only concerned with discipline problems, but also keeps future problems from occurring. Research has suggested that an effective teacher plays an essential role in student achievement (Cotton, 2001). Improving the climate of the school may decrease disruptive behavior. According to Skiba & Peterson (2000), harsh and punitive disciplinary policies often can create a negative school climate rather than improving student behavior. Schools have a long history of expelling and suspending students because of their disruptive, dangerous, or otherwise challenging behavior (Skiba & Peterson, 2000; Sugaivanni, 2001). In addition, discipline policies, such as suspensions and expulsions, do not attempt to modify behavior or provide students with skills for improvement (Maag, 2001). Consequently, these policies may increase the chances for school dropouts, school failures, and delinquencies.

According to Charles (1989) *“Children are not born with self- control; we must mold it. The basic view of behavior analysis is that good behavior and misbehavior are learned. In other words students' behavior may occur as a result of the consequences of his/ her preceding behavior. Behavior that is followed by a desired consequence, positive rein forcer tends to be repeated and thus learned. Behavior that is followed by an unpleasant consequence or a punisher tends not to be repeated.”*

This indicates that to change and maintain the discipline of students the role of teachers, school leaders, parents and all other stakeholders are important. Because, without having good disciplined learners, it is impossible to have confident and productive generation.

Charles (1989) cited in Taye (2013) again stress the point rose above as teachers and peer groups must be the role models for students, saying "Students learn positive behavior by seeing positive models from teachers or peers. A classroom field with positive reinforcement creates an environment where there is a strong emotional attachment to the teacher and fellow classmates. These experiences and materials are welcoming and satisfying to the student, and the student loves to come to school to be with teachers' peers, so, on balance, and positive reinforcement should dominate classroom behavior procedures".

Furthermore; the aim of school discipline is, supposedly to create a safe and conducive learning environment in the classroom. Otherwise, in a classroom where a teacher is unable to maintain order and discipline, the climate for learning is diminished. The discipline of students in any occasion is necessary in order to achieve the nation's mission. To achieve this mission, effective learning is necessary hence tackling poor behavior is part of improving performance and teaching (Clarke, 1999). The same thing is true in Ethiopia. Therefore, the purpose of discipline is that of enhancing and strengthening self- discipline between the individuals and the entire work group of teachers, students and support staff (Okumbe, 1999).

After all, a disciplined student is one who is in compliance with the school rules and code of conduct. These rules for example define the expected standards of clothing, time keeping, social behavior and work ethics. The major reasons for its importance are: discipline is expected, discipline facilitates learning, discipline fosters socialization, discipline permits democracy, discipline is needed psychologically and discipline brings pleasure stressing the significance of discipline, state no teacher can afford to minimize or otherwise reduce the importance of good order with in the classroom. Learning can never be effective in the absence of good classroom order and discipline. Discipline problems and behavioral problems of students have always been a major concern for teachers and educators (Ritter & Hancock, 2007).

Some researchers call on that the beginning teachers really need support (Palumbo & Sanacore, 2007). Recently, as the development of the society management of these problems seems to be more important than before. Throughout the last decade of the 20th Century, increased attention was given to the lack of discipline and growing use of violence among young people, particularly in and around schools. Contrary to the thinking of some analysts, school-based violence is not reaching epidemic proportions, although it has certainly taken on some new forms that are frightening to most people and intriguing to those who seek to reduce adolescents' use of violence. An escalation in the number of school-based shootings has forced many to take a new look at schools, violence, and discipline practices. Public reactions to these shootings have included calls for more school security and demands for accountability on the part of parents, students, teachers, and administrators.

According to Phillips (1994), there have been renewed pleas to address the issue of gun controls and for more stringent policies that further restrict the choices of young people in school settings. In recent years, numerous practices have emerged to deal with the problem of disorder in America's schools. Some of the implemented programs yielded positive results; even so, each school and community should develop an individual plan to address its own needs. The literature review addresses published literature as it relates to: programs to prevent classroom problems, discipline plans in current use, the controversy over behavioral curricula versus time for academics, parental and community involvement, importance of rules, climate of schools and the effects on discipline, methods for changing inappropriate behavior, impact of class size on discipline, bullying, zero tolerance policies, data systems for discipline records, and principals as "pals" in school discipline matters.

2.1.3. Types of Students disciplinary problems

According to Okumbe (1999), there are two types of discipline namely: preventive and corrective.

2.1.3.1. Preventive discipline

The administrative actions taken by education managers to encourage employees to follow the standards, rules and regulations which prevent infractions and stimulate the students to meet the organizational (schools) expectations enthusiastically (Okumbe, 2001) cited in (Taye, 2013). Components of preventive discipline include clear and broad based rules, concern for

students as individuals, a visible supportive head teacher, delegations of discipline authority to teachers and close ties with communities (Cotton, 2003)

2.1.3.2. Corrective discipline

The administrative action that follows an infraction of a rule in order to discourage further violation of the rule (Okumbe, 1999). The main aim of corrective discipline is to reform the offender, to prevent others from similar actions and to maintain consistent effective group standards. School discipline addresses school wide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value Charles (1989). The problem of students discipline in educational institutions throughout the world, has become a concern of all those who may be termed as teachers, educationalists, guardians, parents, politicians, etc (Naong, 2007). Classroom and school indiscipline has consistently been rated as one of the leading concerns of teachers, administrators, parents and even students.

The most common behavioral problems among students include poor concentration in class, truancy, fighting, and abusive conduct, shattering other students' property, bullying, and poor attendance among others. For students, discipline problems reduce the amount of academic learning time and create unhealthy classroom conditions. From the researcher's point of view, the extent of disciplinary problems may differ from one school to another. For example, multi-cultural schools are more prone to experience disciplinary problems than schools with learners of the same culture and ethnic background.

Other factors which may determine the types of problems in schools are, for example, the size of the school, the managerial skills of the principal, and the socio-economic backgrounds of learners, to name but a few (Naong, 2007) concluded that educators felt unhappy and helpless when it came to the challenge of the learners' lack of discipline. This is indicative of low educator morale. Disciplinary problems are not unique to South Africa. In secondary schools, the situation is worse than in primary schools, because the learners, as adolescents, now become aware of their rights, namely to privacy, to freedom of religion, belief, opinion, and expression, among others RSA (Griffin, 1994)

In secondary schools, discipline problems include all forms of disrespect, unruly behaviors, use of bad/vulgar language, rudeness, laziness, insolence, smoking, drinking alcohol, robbery/stealing school property, gambling and bullying, not acting as students in the school, absenteeism/truancy ,etc. (Nyaga, 2004). As Habtamu (1998) pointed out, Ethiopia, dominated by authoritarian child rearing families, is suffering from the abuse of human rights such as physical punishment in homes and schools, and violent behaviors among students. Violence, bullying and various abusive behaviors exist in Ethiopian society at large and in schools in particular. He further said that “violent behaviors, whether we call the bullying, aggression, antisocial behaviors or delinquent behaviors, are prevalent in Ethiopian high schools”. He has also suggested that the following violent (aggressive) behaviors are observed in high schools are: snatching, breaking, tearing or damaging school properties; individual or group fighting; pushing or bumping someone; forcing others for sex and trying to get someone into trouble.

According to Yalew (2004), violence is a major problem among high school students in Bahir Dar town. His study shows that, fighting in groups, forcing girls for sexual relations, insulting and intimidating teachers, and deliberate acts to disturb the teaching learning process are some aggressive acts that are prominent high schools.

2.1.4. Practices to prevent classroom problems

Schools use a wide variety of educational and none educational approaches and practices to address violence. Many school-based violence prevention programs operate under the premise violence is a learned behavior. In general, practices focus on primary prevention; that is, they seek to prevent violence before it occurs. According to Curwin (2000) cited in Taye (2013), classrooms are laboratories of learning and each teacher should be involved in a school-wide program that includes: implementing a school violence action plan, addressing rule violators, involving students as decision makers, and meeting with gang leaders. Cur win points out if children are afraid because of school violence, they cannot learn, and if teachers are afraid, they cannot teach. Educators should keep in mind that for any school discipline program to work, everyone within the learning environment must participate.

According to Watson (1995), no school is immune to violence; he suggested practical ways to increase a school’s resistance and promote a safety program. Primarily, the staff must seek

consensus and identify the problems and the solutions. Coming up with solutions should not be the responsibility of the individual school alone; at the outset, the district should form a district-wide safety committee. Everyone in the community should be involved. Committees for the program should be composed of representatives from the schools, community, school system, and community agencies especially law enforcement, medical, and juvenile services.

Safety factors that need to be included are building design, technology, supervisory procedures, discipline practices, and conflict resolution. While looking for a safety program, the committee should look at all relevant state school laws, all state and district board of education regulations that affect safety, model safety plans from other districts, a written timeline, and crisis response teams. Because no one practice can provide the solution to all discipline problems, several school-wide behavior plans have been developed to address the increase in frequency and severity of misbehavior in schools.

2.2. Appropriate Disciplinary Actions

There are two types of disciplinary actions. These are: positive disciplinary actions and negative disciplinary actions.

2.2.1. Positive disciplinary actions

Detention, extra work, sending pupils to the principal office, stopping fights, etc. are some of the positive disciplinary actions that should be taken in the schools.

2.2.1.1. Moral Punishment

Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted to contended that great care and discernment are needed before such form of punishment is resorted to because it could never halt self-respect of the wrong doer(Ritter and Hancock,2007).

2.2.1.2. Self – government

It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It

therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic organization (Edwards, and David. 1999)

2.2.1.3. Praise and Blame

The teacher must be very careful in his allocation of praise and blame. Tongue is said to be most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Described sarcasm as a weapon which is sometimes resorted to by the teacher, which creates a conflict between the teacher and the student easily (Long, 2000). Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and the school order.

2.2.1.4. Rewards

There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils will become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured (Docking, 1980)

2.2.2. Negative disciplinary actions

Physical discipline, not stopping fights, hitting, cursing or ill-treating pupils, or making fun of pupils, etc. are some of the negative disciplinary actions (Meyers & George, 1989). The appropriate disciplinary actions are grouped into punitive, preventive and behavior modification (reward) methods.

2.2.2.1. Punitive disciplinary action

Punitive actions are those disciplinary methods which cause punishment on a student with an aim of deterring the student from committing the crime. However, punishment is effective if it is proportionate with the offence, perceived by the student as punishment and delivered with support (Cotton, 2003). To be effective, punishment should never appear arbitrary. To punish students in arbitrary ways can be a cause of much resentment and hostility (Frels, 1990). Effective frequently used punishments in schools include depriving students of privileges, mobility and company of friends (Nyaga, 2004).

2.2.2.2. Preventive disciplinary action

Preventive actions are methods aimed at preventing the situations which call for remedial measures. This method requires the teacher's ability to prevent disruptions in the first place. The preventive methods commonly used by the teachers a "wittiness" overlapping, smoothness and momentum in lessons, group alerting and stimulating seat work (Cotton, 2003). To achieve this, students must be involved at decision making level and in all the democratic process of the school by making the students to see that rights and responsibilities are two sides of the same coin.

2.2.2.3. Behavior modification disciplinary action

The behavior modification (reward) methods refer to the provision of reinforcement for instance observing and commenting positively on good behavior (Cotton, 2003). In management of secondary schools in Kenya, it was concluded that rewards are very effective means of maintaining discipline in students. The challenge that some head teachers face is the type of reward that should be given for certain behavior motivated students to strive to behave well to get the reward attained even higher standards of discipline.

2.2.3. Types of disciplinary management in school site

Furthermore most modern educationist in Europe and North America advocate a disciplinary policy focused on positive reinforcement with praise, merit marks, house points and the like playing a central role in maintaining behavior. Thus effective discipline requires the consent, either explicit or tacit, of parents and pupils. Therefore, to be effective a disciplinary action should never appear arbitrary. Much of the so called punishment derived in schools today is in effective because, it generally doesn't decrease target behaviors, and there is little observation to determine the real effects in terms of the students actions. The common use of time out, for example, can be considered as punishment only if a functional relationship can be established between the students' behavior and the application of the consequence, resulting in the decrease in the behaviors rate of occurrence (Charles, 1989). According to Burke (1992) discipline management at a school site can be divided into two domains:

2.2.3.1. Classroom discipline management

The management of discipline problems within the classrooms is where the teacher can structure the learning environment more or less unaided. Rosen (1997) distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely; defiance of school authority; class disruption; truancy; fighting; the use of profanity; damaging school property; dress code violations; theft; and leaving campus without permission.

2.2.3.2. School-site discipline management

The management of discipline problems outside the classroom is where the teacher is highly dependent on the collaboration and support of colleagues for success. School-site discipline management includes the management of noise in the halls, noise and mess in the cafeteria, cuts and tardiness, yard duty, bus duty, smoking in the lavatory/toilet, and conduct in assemblies to name but a few.

Okumbe (1999) indicates that in order to successfully achieve the objectives of a school, all members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance. He adds that despite the acquisition and application of theoretical skills required of a leader, educational managers will still be faced with cases of teachers, students and non-teaching staff that do not strictly follow the set standards of their educational organizations. He point out that it is thus imperative that educational managers use appropriate disciplinary action to maintain organizational standards necessary for optimum goal attainment.

2.3. Concept and Meaning of Leadership

Defining leadership has been a problem for researchers and theorists. Discovering how to create or produce leaders has been something that difficult. The classical theists debated whether the historical context served to shape individuals in response to need or to events (McEwan, 2003)

The author further stated that most contemporary researchers however have found it far more constructive to study, what leader actually do rather than to focuses on traits

like intelligences, friendliness or creativity. Moreover Grint(2005) that there are almost as many definitions of leadership as there are people who have tried to define it ,and accepts that leadership has different meaning for different people. There for he states the definition of leadership that "it is the process whereby an individual influences a group of individuals to achieve the common goals". The major points about leadership are that it is not found only among people in high level position. The leader is needed at all level in an organization and can be practiced to same extent even by a person not assigned to a formula leadership position.

2.3.1. Concept of leadership

Leadership is an endlessly fascinating topic, sports fans school board members, stockholders, and academics all have their theories about what constitute a leader. As Tannenboum, Wescher and Massarik(1961), still encompasses the most critical dimension of leadership. The interpersonal influences directed through the communication process toward the attainment of some goals. Also other definition of leadership is the leader is a person who is a position to influences other to act, and who has as well the moral, intellectual, and social skills, required to take advantage of the positions (McEwan, 2003). Leadership is the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. It is a person who controls all activities done in the organization, facilitates resources, and creates capacity of grouped people to do something better.

2.3.2. Concept of instructional leadership

Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that every student receives the highest quality instruction in each day. In reading books on the principal ships, per using job description or listening to super intendment talk about the role building leader should play. The most influential educational leaders are the principal and superintendent, and their leadership is inextricably linked to student performance. This article looks at the basis of good leadership and offers practical suggestions.

The definition of leadership in literature has been very diverse. Generally leadership is defined in terms of traits, behaviors, roles and process. According to Yukl(1998), Researcher usually defined leadership according to individual perspectives and aspects of the phenomena of most interest to them. He synthesizes of definition "reflects the assumptions that leadership involves a process whereby international influences of expected by one person over other people to guide structure and facilitate activities and relationship in a group or organization." On the other hand, Hoy and Miskel(2000),assert that; leadership should be defined as broadly as a social process in which a member of group or organization influence the interpretation of internal and external events, the choice of goals or desired out comes, organization of work activities, individual motivation and abilities power and shared orientation.

In short, Fluth (1989), confirms that instructional leadership roles are those actions that principals take, or delegates to other, to promote growth in student learning. Moreover instructional leader (Durfour, 2002), further expressed instructional leadership in specific behavior such as making suggestion, giving feedback, modeling effective instruction, soliciting opinion, supporting collaboration, providing professional development opportunities and giving praise for effective teaching.

2.3.3. The basics of successful leadership

The authors warn that it is tempting to get caught up in defining the many adjectives often used to describe leadership in education literature (as example participative, instructional), but note that ultimately descriptions focus on style, not substance. A more productive strategy, they contend, is to examine the following three set of practices that make up the basic core of success full leadership.

2.3.3.1. Setting direction

The review suggests that leaders who set a clear sense of direction have the greater impact. If these leaders help to develop among their staff members a shared understanding of the organization and its goals and activities, this understanding becomes the basis for a sense of purpose or vision. The authors emphasize that having such goals helps people make sense of their work and enables them to find a sense of

identity for themselves within their work context.

2.3.3.2. Developing people

Examining the evidence principal's role in developing staff members has been on instruction leadership, which emphasizes the principals' role in providing guidance that improves teachers' class room practices. The dimensions of leadership are defining the school's mission, managing the instructional program, and promoting a positive learning climate (Wahlstrom, 2004)

The recent evidence suggests that emotional intelligence displayed, for example, though leader's personal attention an employee and though the employee's enthusiasm, and optimism, reduces frustration, transmits, a sense of mission and indirectly increases performances (Anderson, 2002 and Leithwood, 2004).

2.3.3.3. Redesigning the organization

Principals strengthen school culture when they clearly and consistently articulate high expectation for all students including subgroups that are too often marginalized and blamed for schools not making adequate yearly progress. Principals can modify organization for structures, for instance, by changing schedules to ensure that teachers share common planning time and use that time to discuss improving instruction. This kind of restructuring also reinforces the use of collaboration process among teachers. Giving sufficient time and consistent messages about the value of collaboration, teachers learn to trust their best practices and challenges. Redesigning the organization from the inside out requests that leaders identify and capitalize on the competence of other and both model and require collaboration (Harris, 2001).

2.3.4. The effects of leader on student learning

The contribution to this growing body of knowledge's by examining the link between student achievements and the educational leadership practices. Our review of the evidence suggests the success full leadership can play a highly significant about the size and frequently under estimate role in improving student learning. Specifically the available evidence about the size and nature of the effects of successful leadership on

student learning justify two important claims. Those claims are Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. While evidence about leadership effects on student learning can be confusing to interpret, much of the existing research actually underestimate its existing. The total direct and indirect effects of leadership on students' learning account for about a quarter of total school efforts (Harris, 2001).

The other one is Leadership effects are usually largest where and when they are needed most. Especially when we think of leaders' informal administrative roles, the greater challenge, and greater impact of their actions on learning. While the evidence shows small but significant effects of leadership actions on student learning across the spectrum of schools, existing research also shows that demonstrated effects of successful leadership are considerably greater in school, that are in more difficult circumstances. Indeed, there are visually no documented instances of troubled schools being turned around without intervention by powerful leaders. These results, therefore point to the value of changing or adding to, the leadership capacities of underperforming school has part of their improvement effort or has part of school reconstitution (Leithwood, Seashore, Lovis, Underson, & Wahlstrom, 2004).

2.3.5. How leadership influence student learning

The student learning is influenced mostly directly by classroom condition, which is a result of state, district and school conditions as well as individual teacher preference, capacities and motivations. Summarizing in this section is evidence to suggest that at least eight areas of classroom policies and practices warrant the attention of leaders aiming to improve student learning these policies and practices include opportunity to learn, class size, teaching loads, teaching subjects in which teachers have formally preparations, homework practice, classroom, student grouping practice, curriculum and instruction (Leithwood, Seashore, Anderson, & Wahlstrom, 2004).

2.3.5.1. Class size

The number of student in one class is not more than 35-40 has a standard. Is increasing the student academic achievement provided that suitable changes are made in teacher

practices which takes advantage of fewer students. These benefits are most beneficial for students who are social and economically disadvantaged.

2.3.5.2. Teaching loads

Ratio of student per-teacher over the course in an academic year is significant, especially in high school, whereas a consequence of subject specialization, teachers typically see many different groups of students over the course of a week. So the leader considering this balance teaching loads to the teachers.

2.3.5.3. Teaching subjects in areas of formal preparation

Assigning teachers to subject or areas of curriculum in which they have formal preparation and certification is important. There is a significant, positive relationship between formal preparation and quality of instruction and student achievement.

2.3.5.4. Student grouping

Grouping the students for instructional is influenced by decision at both levels of schools and classroom levels, and the decisions made at both level often require intervention by these assuming leadership roles. This is because both heterogeneous and homogeneous ability grouping practice is advocated for the accomplishment of the same goal.

2.3.5.5. Homework practices

It is both positive and negative effects. The positive side's homework may contribute to immediate achievement in learning, long term academic outcomes, independent problem solving, greater self-direction and greater self-discipline. Parents also may become more involved in the schooling of their children. The negative sides are loss of interest in academic materials, fatigue, lack of opportunity for leaguers and community activities and pressure for parents. So the leader advocated for their contribution to good homework habit and the like.

2.3.5.6. Curriculum and instruction

In school serving diverse student population, instruction as well as the curriculum, should meet the same standards of effectiveness that would be specter in schools, serving relatively advantaged students. Teacher adopting this perspective identify the norms,

value, and practices associated with the often diverse cultures of their students and adopt the instruction to knowledge, respect and build on them.

2.3.6. Students' personal effort in their behavioral changes

According to Carbonaro(2005),school effort is the amount of time and energy that students expend in the formal academic requirements established by their teachers and their schools. He identifies three different types of school effort. The first one is Rule oriented effort (showing up to and behaving in class). The second effort of student itself is Procedural effort (meeting specific class demands such as assignment on time, and others). The third and end one is Intellectual effort (critically thinking about and understanding the curriculum).

Studies have shown that school effort in an indicator of academic performance. Typically an effort has been positively linked with test scores, and academic performance in both direct and indirect ways. Some studies have shown that high student effort loads to greater educational values, which in turn indirect affects students' performance. The effort has also been linked to student's grade point averages. This effort has been measures in a variety of ways ranging from time spent on home work to attentiveness in class and all have linked with school performance (Ceballo, 2004).

The students' motivation to learn is generally regarded as one of the most critical determinant of students' academic success and quality of any learning outcome. The student effort is another major indicator of motivation to learn. The acquisition of complex knowledge and skill demands the investment of the considerable learner energy, strategic effort and persistence over time. Students have different strategies, approaches, and capabilities for learning that are related to prior experiences. Individuals are born with and develop their own capabilities, skills, and talents.

In addition to this through learning and social upbringing, they have acquired their own preferences on how they want to learn and the pace at which they wish to learn. Successful students are active, goal directed, self-regulating, and assume personal responsibility for

contributing to their own learning. They participate actively in class, do their tasks diligently and submit them on time. They also undertake tasks with some objective in mind. They are self-disciplined and very responsible in there or what over they end devour to do. The study also explored the effort of the student put in to their studies, including consulting their teachers, having a time table and attitude towards learning and teaching (Daniel, 2013).

2.3.7. The school leaders matter

It is widely believed that a good principal is the key to a successful school. No child left behind encouraged the replacement of the principal in performing school. This study provides new evidence on the importance of the school leadership by estimating individual principal's contributions to growth in student achievement. Specifically, we measure how average gains in achievement, adjusted for individual student and school characteristics; differ across principal, both in different schools and in the same school at different points in time. We are able to determine how much effectiveness varies from one principal to the next. Our basic value-added model measure the effectiveness of the principal by examining the extent to which mach achievement in the school is higher or lower then would be expected based on the characteristics of student in that school, including their achievement in prior year. The fundamental challenge to measuring the impacts of school leaders is separating their contributions from the many other factors that drive student achievement (Anderson, 2004).

2.4. Practices of School Leader for Solving Student's Misbehavior

Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class. Furthermore, there is a feeling that school discipline practices are generally informed by theory from psychologists and educators (Olaitan, Mohammed & Ajibola, 2013).

2.4.1. Positive approach and teacher effectiveness training

This approach is grounded in teachers' respect for pupils. It instills in pupils a sense of responsibility by using youth/adult partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for noncompliant pupils. Teacher Effectiveness Training method differentiates between teacher-owned and pupil owned problems, and proposes different strategies for dealing with each. The opined that effective teacher training reflects in pupils' knowledge through problem-solving and negotiation techniques.

2.4.2. School leaving theory and educational philosophy and detention

It is a strategy for preventing violence and promoting order and discipline in schools, put forward by educational philosopher and practiced by some schools. Positive school culture and climate will to a large extent aid reduction of indiscipline in school. Detention is requires the pupils to remain school at a given time of the school day such as lunch, recess or after school or even to attend school on a non-school day, Saturday detention held at some schools.

2.4.3. Suspension or temporary exclusion and expulsion

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

Expulsion is withdrawing or permanent exclusion is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. For in Nigerian schools, school head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school had report. However,

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

2.4.4. Deprivation of privilege

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

2.5. Challenges of School Leaders in Student's Disciplinary Problems

The ills and vices that go on in the society have their effects in schools. Students, teachers and even school managers are involved in one form of indiscipline or the other. Some of indiscipline among secondary school students can be Challenges for school leaders in Disciplinary Problems in day to day activities are stated as follows (Olaitan, Mohammed & Ajibola, 2013).

2.5.1. Truancy and absenteeism

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

Absenteeism is may result from the type of leadership obtaining in a school. The school exercise greater control over students and may lead students to frustration, if there is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student has formed destructive habit, he is also likely to consistently be absent or revolt against authority unaware of the consequences of his actions. Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that may constitute them into a certain

source of absent on the part of students as resulting from dissatisfaction and frustration from schoolwork (Edwards, 1999).

2.5.2. Fighting and stealing

Children fighting at the secondary school level are very low in self-esteem. The chief impetus for fighting during the normal course of classroom and playground life tends to lie in the child's basic sense of inadequacy and feelings of not being valued or worthy. In other words, the four psychological needs of the child have not been met: the need for love, security, new experience and need for responsibility. Home background may contribute to frequent fighting nature of a child. Stealing is the removal of another person's property without his permission. The socio economic environment including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by peer-group pressure. The value structure of the society, such as the get rich quick syndrome in Nigeria has led many young people to the false convention that there is no need to pursue life course with appropriate hard work and consequent success. Some parents spoil their children by exhibiting highly permissive behavior. They allow children to have everything on demand and task themselves to overdo what they believe is their responsibility. This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of justifying their removal of other peoples' property (Pettit, 1997).

2.5.3. Drug addiction

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

2.6. Role of Students in Managing Discipline

One of the roles of students in managing disciplinary problem is that the students themselves must practice good values when they are in school. Among the values that should be practiced by the students are kind, tolerant and comply with school rules. If all students practice good

moral values and there is no discipline problems at school performed students academic achievement may increase. Students must also be aware of their responsibilities to the school and parents (Chaux, 2009). Well-disciplined students are among the positive factors for the students learning and the delivery by teachers for achievement even in the context of poor school facility (MoE, 2010).

Kohn(1996) stated that students who are able to participate in making decisions at school are more committed to decision making and democracy in other contexts. He explained that when one looks inside the classrooms of teachers who are less controlling and more inclined to support children's autonomy, one finds students who are more self-confident and more interested in learning for its own sake. Each aspect of life in a classroom offers an invitation to think about what decisions might be turned over to students, or negotiated with students, individually and collectively.

3. RESEARCH DESIGN AND METHODOLOGY

This part of the study consists of research design, description of the study area, source of data, population, sample size, sampling techniques, data collection instruments, data collection procedures, method of data analysis and ethical consideration.

3.1. Description of the Study Area

Southwest Shoa Zone Oromia Regional State was the study area. There are eleven woredas and one administrative town in the zone. The geographical areas of the zone are divided into highland and lowland. The climatic condition of southwest shoa is temperate, subtropical and tropical. The number of people estimated around 1.2 million. Most of the zone people economic activities depend on farming. Some people are merchants and few are government workers. There are a lot of educational institutions in the zone. These are one branch of Ambo University Waliso campus, one Poly Technique College, eleven preparatory schools, twenty eight secondary schools, and four hundred nine primary schools (ZEO, 2016).

3.2. Research Design

For this study a descriptive survey research design was employed. This is because it is focused on assessing the present situation of school leader practices and challenges on improving student's misbehavior in the wider area under study. The research approach that used in this study was quantitative and qualitative data analysis method. This is carried out first collecting primary data from respondents using questionnaires and interview. Second different policy documents and annual report of the zone was used to check the relevance of the responses given by respondents. Furthermore, the descriptive survey was enabled the researcher to find the solution for the existing problems in secondary schools found in the zone and to describe quantitative and qualitative data that gathered through questionnaires, interview and document review included in the study.

3.3. Source of Data

The source of data would be both primary and secondary source collected from the

respondents and documents.

3.3.1. Primary source of data

The primary source of data was collected from school principals, unit leaders, department heads, and disciplinary committees through using questioners also cluster supervisors, PTA chairperson and WEO head by using interview.

3.3.2. Secondary source of data

The secondary source of data was collected from recorded documents such as students' classroom daily attendance, disciplinary committee reports and records the scored by using document review.

3.4. Population, Sample Size and Sampling Techniques

The total number of population of this study was encompassing twenty eight general secondary schools found in the eleven woredas and one administrative town in the zone. There are 614 male and 116 female and total of 730 teachers. In addition, there are 28 male secondary school principals and 24 male vice principals were become population of the study. Besides, 196 PTA members, 12 supervisors and WEO head person were the total population of the study.

From the total number of population found in the zone, the researcher was categorized the woredas in to five clusters based on their closeness to each other and geographical location to make the sample representative and for fair distribution by using cluster sampling method. Accordingly, Goro, Amaya and Wonch in the first cluster, Woliso, and Woliso administrative in the second cluster. Dawo, and Becho in the third cluster. Tole, Sodo Dach and Seden Sodo is the fourth cluster. Finally, Kersa Malima and Ilu is the last cluster. The five schools were selected depending on their geographical locations respecting equal chance for urban and rural locations from different clusters.

These were Bantu from Tole, Yehibiret Fire from Becho, Teji from Ilu, Dejaszmach Garasu Duki from Waliso town and Chitu from Wonchi general secondary schools were selected

using simple random sampling method. Those woredas having more than one school, one school were randomly selected from total school in that woreda by using simple random sampling method.

The sample size included in the study was WEO headperson, PTA chairperson, cluster supervisors, all school principals, all homeroom teachers, all unit leaders, all department heads, and disciplinary committees that were selected from secondary school are purposely included in the study by using availability sampling. To make the sample size of school principals all (5) males, and 9 vice-principal total male 14 principals and 5 male cluster supervisors, 5 WEO headperson, 5 PTA chairperson, 92 homeroom teachers, 15 unit leader, 43 department head, and 15 disciplinary committees were the (194) total number of respondents were included in the study. The total number of respondents were shown in the following table.

Table 1 Population, Sample Size and Sampling Technique

cluster	Worades in cluster	Total school	Sampled School	Respondents	Population	Sample size	%	Sampling technique
1	Goro , Amaya and Wonchi	7	Chitu secondary school	principal & vice principals Department head Home room teacher Unit leader & Disciplinary committee Supervisor WEO,& PTA chair person	2 4 14 6 3	2 4 14 6 3	100 100 100 100 100	Available Available Available Available Available
2	Woliso, and Woliso administrative	5	Dejas Gerasu Duki secondary school	principal & vice principals Department head Home room teacher Unit leader & Disciplinary committee Supervisor WEO,& PTA chair person	3 12 30 6 3	3 12 30 6 3	100 100 100 100 100	Available Available Available Available Available
3	Dawo, and Becho	4	Yehibret fire secondary school	principal & vice principals Department head Home room teacher Unit leader & Disciplinary committee Supervisor WEO,& PTA chair person	3 10 20 6 3	3 10 20 6 3	100 100 100 100 100	Available Available Available Available Available
4	Tole, Sodo Dachi and Seden Sodo	7	Bantu secondary school	principal & vice principals Department head Home room teacher Unit leader & Disciplinary committee Supervisor WEO,& PTA chair person	3 8 12 6 3	3 8 12 6 3	100 100 100 100 100	Available Available Available Available Available
5	Kersa Malima and Ilu	5	Taji secondary school	principal & vice principals Department head Home room teacher Unit leader & Disciplinary committee Supervisor WEO,& PTA chair person	3 9 16 6 3	3 9 16 6 3	100 100 100 100 100	Available Available Available Available Available
Sum	12	28	5		194	194	100	

3.5. Data Collection Instruments

The data collection instruments were questionnaires, interview and document review.

3.5.1. Questionnaire

Both open-ended and closed-ended questionnaires were employed to collect data from school principals, homeroom teachers, unit leaders, department heads, and disciplinary committees were selected from secondary schools included in the study because it is manageable and save efforts and time for the researcher. The questionnaire was prepared in the form of short answer for the open-ended and rating scales for the closed questions. Therefore, the same sets of questionnaires were prepared for all different positions of school leaders. Further, the contents of questionnaire were including background information and questions that address the solutions for the problems. Besides, the questionnaires were prepared to address all the basic research questions.

3.5.1.1. Pilot test

According to Wiersma and Jurs (2005), it is necessary that research instruments be piloted as a way of determining validity and reliability. The research instruments were piloted in one schools in the zone where it involve three school leaders and twenty three other school leaders. The purpose for piloting was to assess the research instruments clarity and the suitability of the language used in reference to the different respondents. Those instruments were revised. Validity of an instrument was improved through expert judgment (Gall and Meredith, 2003). As such, the researcher sought assistance of research experts and experienced graduates, in order to help improve content validity of the instruments.

To enhance reliability of the instruments, a pilot test was conducted in one schools in the target population which was excluded in the final study. The reason behind T-testing was to improve reliability of the instruments. The researcher assessed the clarity of the questionnaire items such that the items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument thus increasing its reliability. In this research, the reliability of the questionnaire was determined statistically by computing the Cronbach alpha reliability coefficient. According to McMillan and Schumacher (2010), the Cronach alpha is generally the most appropriate form of reliability for survey research and other

questionnaires in which there is a range of possible answers for each item (a scaled response such as in the questionnaire used in this study).

Table 2, Reliabilities of the Sections of the Questionnaire

SN	Variables	No items	Cronbach alpha
1	Practice of school leader to solve student's disciplinary problem	7	0.675
2	challenges of school leader when solving student's disciplinary problem	9	0.872
3	Commonly observed and current status of student's disciplinary problem	14	0.973
4	Factors that affect's student's disciplinary problem	17	0.960
5	Coping strategies to solve student's disciplinary problem in the school	13	0.882
	Average reliability	60	0.8724

Table 2. Shows that the questionnaire had a high reliability because the average reliabilities were above 0.8 (McMillan and Schumacher 2010). This means the questionnaire had internal consistency, because Cronbach alpha is a split-half method to determine reliability. Split-half technique of reliability testing was employed, where by the pilot questionnaires was divided into two equivalent halves and then a correlation coefficient for the two halves computed. This shows that the reliability coefficient was found between 0.6-0.94. Therefore, the adopted test was found reliable enough to use for this research purpose

3.5.2. Interview

Semi-structured interview questions were conducted to collect data from supervisors, PTA chairperson and WEO head person. Total 15 interviewers had been cried, because it is better to gather detail information from these respondents about the problem under study. As they have more information and reports about different schools. Moreover, the content of semi-structured interview was including background information of the respondents and questions that address all the basic research questions.

3.5.3. Document review

Document review were carried out to check the responses given by the respondents using constructed checklists on students' daily attendance and discipline committee's records.

3.6 Data Collection Procedures

Before entering in to data interviewing, the student researcher was communicate with WEO head, supervisors and sampled school principals by telephone and face to face to create conducive atmosphere for the study. As the researcher communicate with these groups, it was easy to adjust the schedule that helps the researcher get the organized respondents at a particular time and place. Then, based on the schedule, questionnaire was distributed to the respondents by the researcher.

The questionnaires were distributed after brief orientation about the purpose of the study and follow up was made. The distributed questionnaire to school principals, homeroom teachers, unit leaders, department heads, and disciplinary committees were collected after seven days by the researcher. Moreover, the researcher was conducting the interview at an appropriate time and place that interviewees agreed up on. In doing so, the researcher initiate the respondents by providing greeting and explain the purpose of the study before starting to interview. Then, conducting interview by taking notes the ideas that were given by respondents, based on the guideline prepared for interview and taking list of ideas and recommendation given by respondents.

3.7. Method of Data Analysis

In order to achieve the objective of the study, data obtained from different respondents through both open-ended and closed-ended questionnaires were carefully collected, organized, tallied, tabulated and analyzed were made by using percentage and frequency distribution. The rated results of the items were taken as the average of their summation for purpose of presentation by using quantitative data analysis. As a result, the data that was collected through interview from supervisors, PTA chairperson and WEO head responses were analyzed using qualitative data analysis. Different types of information in the raw data were condensed by clustering into manageable categories, and the researcher was gives expressive meanings to clarify the research questions on unveils the emergent conclusions. The data were collected from recorded documents such as students' classroom daily attendance, disciplinary committee reports and records were made analysis using mean, standard division, percentage

and frequency distribution. After the exercise of data reduction, the researcher was displayed the data in tables of tabular information.

3.8. Ethical Consideration

The ethical issues that should be taken in to consideration while conducting social researches was considered in this research. The ethics that researcher has to consider were include anonymity, confidentiality, consent, objectivity, and misconduct. In doing so, letter was assigned to the returned instruments to protect the anonymity of individual while coding and organizing data. The responses and views of the respondents were kept and not be shared. Besides, The researcher should respect the individuals and study sites, and will be obtained permission before engaging in to data collection, influencing the respondents by imposing the interest of the researcher, audience's needs or the organization on them were not applied and the characteristics like carelessness of the researcher, mishandling and misinterpretation of data was not be done.

4. RESULTS AND DISCUSSIONS

This chapter of the thesis deals with the presentation, analysis and interpretation of data collected from school principals, and other school leaders such as homeroom teachers, unit leaders, department heads, and disciplinary committees.

A total of 179 questionnaires were distributed to the school principals, homeroom teachers, unit leaders, department heads, and disciplinary committees found in selected general secondary schools in Southwest Shoa Zone. Out of these questionnaires, 176(98.3%) of them were properly filled and collected from respondents. This consists of 14(100%) school principals, and 162 (98.3%) of other school leaders returned and total 3(1.7%) not filled the questionnaires properly and rejected from the study. In addition to questionnaire, to raise the quality of data and to supplement the data that has been collected from two groups of respondents (school principals and other school leaders) interviews were also conducted 5 supervisor, 5 WEO headperson, and 5 PTA chairperson in each sample schools and this is also checked through document review.

Therefore, based on the responses obtained from sample respondents, the analysis and interpretation of data were presented starting from characteristics of respondents and then step by step. The data collected from respondents were examined to describe respondents' characteristics in terms of sex, age, educational qualification, and years of service for school principals and teacher who were in different position respondents.

4.1. Background of the Respondents

Under this study, the number of school principals participated in the study were 14. Out of these, 5 of them were school principals and 9 of them were Vice- principals. In addition to this, 42 department heads, 90 homeroom teachers, and 15 unit leaders and 15 disciplinary committees were included in the study area.

Table 3a: Characteristics of Respondents on Sex, Age, and Educational Qualification

No	Characteristics	Questionnaire Respondents				Interview respondents					
		School Principals		Other School Leaders		Supervisor		PTA		WEO	
		N	%	N	%	N	%	N	%	N	%
	Sex										
1	Male	14	100	107	66.05	5	100	5	100	5	100
	Female	-		55	33.95	-	-	-	-	-	-
	Total	14	100	162	100	5	100	5	100	5	100
	Age in years										
2	Below and 30 years	-	-	26	16.05	-	-	-	-	-	-
	30-35 years	5	35.7	31	19.13	2	40	1	20	-	-
	35_40 years	6	42.9	66	40.74	3	60	3	60	4	80
	40_45years	3	21.4	30	18.52	-	-	1	20	1	20
	45 years and above	-		9	5.56	-	-	-	-	-	-
	Total	14	100	162	100	5	100	5	100	5	100
	Qualification										
3	MA/MSc	3	21.4	37	22.84	3	60	-	-	1	20
	BA/BSc/Bed	11	78.6	122	75.31	2	40	2	40	4	80
	Diploma	-	-	3	1.85	-	-	3	60		
	Total	14	100	162	100	5	100	5	100	5	100

As it is depicted in table 3a, all (14 or 100%) of school principals and Vice- principals were male. This indicates that the participation of females on school leadership is zero in general secondary schools found in Southwest Shoa Zone with compared to males. In addition to this, regarding other school leaders, the majority of them (107 or 66.05%) were males and 55 (33.95%) of them were females. This again indicates that in general secondary schools found in the zone, the participation of female teachers were low.

Regarding the age characteristics of school principals, and other school leaders 6(42.9%) and 66 (40.74%) respectively of them were found in the range of 35-40 years. This shows that more than 72(40.9%) of the school leader respondents included in the study were adults. This may strengthen the selection of school leaders which is a good opportunity to manage schools as needed.

To have a look into educational background of school leader respondents, 11(78.6%) of the school principal,

122(75.31%) Of other school leader teachers were first degree holders, only 3(21.4%) of the school principal, 37(22.46%) of other school leaders were second degree holders. This indicates that the majority of school leaders as well as teaching personnel in general secondary schools in the zone were first degree holders which must go forward one step. Regarding their field of training, the majority, 9(64.3%) of the school principals were trained in Educational Planning and Management (EdPM). This is good opportunity to manage general secondary schools.

Table 3b: Characteristics of Respondents on Current Position and Year of Serves

Options	Characteristics	Questionnaire Respondents				Interview respondents				WEO	
		School Principals		Other School Leaders		Supervisor		PTA		N	%
		N	%	N	%	N	%	N	%		
Current position	Principal	5	35.7	-	-	-	-	-	-	-	-
	Vice- principals	9	64.3	-	-	-	-	-	-	-	-
	Home room teacher	-	-	90	100	-	-	-	-	-	-
	Unit leader	-	-	15	100	-	-	-	-	-	-
	Disciplinary committee	-	-	15	100	-	-	-	-	-	-
	Department head	-	-	42	100	-	-	-	-	-	-
	Total	14	100	162	100	-	-	-	-	-	-
Services of year	Less than 5 years	-	-	29	17.9	-	-	1	20	-	-
	5-10	4	28.6	47	29.01	-	-	2	40	-	-
	10-15	9	64.3	36	22.22	2	40	2	40	3	60
	15-20	1	7.1	32	19.75	2	40	-	-	2	40
	20-25	-	-	11	6.79	1	20	-	-	-	-
	above 25 years	-	-	7	4.3	-	-	-	-	-	-
	Total	14	100	162	100	5	100	5	100	5	100

All respondents (100%) are on its position. This indicates that there was no much variation in current position between school principals and other school leaders. But for the sec of this research the position of the respondents is good for the study to read and understand the questionnaire also in order to give a genuine response.

The last characteristic was that service years of school principals, other school leaders PTA chairperson, WEO headperson and supervisors in their current position. Out of 14 school principals participated in the study, 9(64.3%) of the school principal, and 36(22.22%) of other school leaders were 10-15 services of experience. This indicates there is an access to manage schools properly. In contradicting to this finding the majorities 47(29.01%) other school leaders were found in the range of 5-10 years. From this it can be concluded that, the sample school leaders were more experienced so work experience of the respondents is used for the study to get relevant response from the respondent by comparing the activities done in the school.

4.2. Practices of School Leaders to Solve Students' Disciplinary Problems

This section presents the assessments practice of school leaders towards managing students' disciplinary problem in secondary schools of south west shoa zone. Accordingly, around seven different causes of students' disciplinary problems were identified by all school leaders. The leaders' respondent were asked to rate on the level of effectiveness of the practice applied, as depicted in table-4, below:

Table 4. Descriptive Analysis on Practice of school leaders in disciplinary issues

No	Items	Descriptive analysis	
		Mean	SD
1	Dismissal from classroom for a while.	2.10	1.14
2	Sending to the social worker.	3.22	1.56
3	Informing to the parents about the problems	4.25	0.75
4	Sending to the PTA or other committees.	4.02	1.01
5	Applying what the rule and regulation says	4.28	0.87
6	Advising and counseling	4.52	0.50
7	Give decision for the student itself.	4.38	0.74

Each of the items was designed in the form of five point rating scale. These were strongly disagree, disagree, undecided (medium), agree and strongly agree. The values given were, 1, 2, 3, 4, and 5 respectively. The average value was obtained by dividing the sum of ratio scales (1+2+3+4+5=15) by number of rating scales that is 5. Thus, the average value is 3.0. In the interpretation, effort was put to show that the mean score indicates. The result obtained from the score was interpreted as following. If 1.-1.49, it was interpreted as strongly disagree, 1.5 -

2.49, it was interpreted as disagree, if 2.5 -3.49, it was interpreted as average, if 3.5-4.49, it was interpreted as agreed. If the mean value was above 4.50, it was interpreted as highly agreed (Bluma, 2012).

In item number 3 and 4, of table 4 the school leaders were asked to rate, whether the following disciplinary issue can be the practice of school leaders in managing students disciplinary problem in secondary school or not. Accordingly, the mean values of school leaders were 4.25(SD=0.75) and 4.02(SD=1.01) respectively were that agree the idea. The most practices for manage students misbehavior was informing to the parents about the problem, and sending to the parent or other committees was the practice of school leaders in managing student's disciplinary problem. Similarly the mean values of respondents were greater than the average mean (3.82) and show that the school leaders were interpreted as average on the practices to manage student's disciplinary problem.

In item number 5 and 6 of table 4 the school leaders were asked to rate, whether the following disciplinary issue can be the practice of school leaders in managing students disciplinary problem in secondary school or not. Accordingly, the mean values of school leaders were 4.28(SD=0.87) and 4.52(SD=0.50) and respectively were that agree the idea. The most practices to manage students' misbehavior were giving advising and counseling, and applying what the rules and regulations says were the practice of school leaders in managing student's disciplinary problem. Similarly the mean values of respondents were greater than the average mean (3.82) (SD=0.94) and show that the school leaders were interpreted as high practices to manage student's disciplinary problem.

In item number 7 of table 4 the school leaders were asked to rate, whether the following disciplinary issue can be the practice of school leaders in managing students disciplinary problem in secondary school or not. Accordingly, the mean values of school leaders were 4.37(SD=0.74) respectively were that agree the idea. The most practices for manage students were give decision for the student itself was the practice of school leaders in managing student's disciplinary problem. Similarly the mean values of respondents were greater than the average mean (3.82) (SD=0.94). This indicate that the school leaders were interpreted as best mothod to solve student's disciplinary problem.

Interview respondents said that *in our school leaders were working over informing about the problem to the parent, sending to other committees, advising and counseling and settle school security was the best practice for managing students' disciplinary problems.*

From the above data and interview is possible to conclude that creating conducive environment between school community, giving decision for the students' themselves and working together with the practice were best way for school leaders in managing students' disciplinary problem in secondary schools.

In item number 1, and 2 of table 4, the school leader respondents were asked to rate, whether the following was best practices to manage students' disciplinary problem in secondary school or not. Accordingly, the mean value of the school leader respondents were 2.10(SD=1.14) and 3.22(SD=1.56) was disagree the idea that dismissal and sending to social work was below the average and shows that the school leader respondents disagreed on the practice used to manage students' disciplinary problem in secondary schools. Similarly the average mean was below the average (3.82) (SD=0.94) and shows that leader respondents were interpret as disagree. Therefore, the researcher concluded that dismissal from the class for a while and sending to the social work was not the practice of school leaders to manage students' disciplinary problem in secondary schools. This finding was also supported with scholars view as discussed below.

Duke and Canady (1991) say that in schools where the head teachers emphasize punishments more than rewards, pupils progress tends to be inhibited; the greater the number of punishments listed, the more negative are the effects. In contrast, wherever the number of rewards exceeded the number of punishment, the progress was greater. The researcher decided that the mentioned strategy was not effectives to use in order to stop misbehaviors; and the interviewees explained the strategies for managing students' disciplinary problem as follows. School rules must be simple; clear kept to a minimum number; and made known to all concerned parties including the parents; the rules drawn up with input from teachers, students and their parents; accordingly, the rules are meant to be enforced fairly, consistently and reasonably. These rules are to be reviewed on a regular basis.

In addition to this during the disciplinary meeting; Review the facts and state the problem in terms of desired performance, actual performance. Give the student a chance to explain or ask why the problem is occurring. Listen to what the student has to say. Explain the relational for the policy or rule that was violated. Ask the student for possible solutions to the problem. Clearly communicate the changes that needed to be made and the time frame to making them. Express confidence in the students' ability to change/improve.

Table-5. Multiple Regression Model of School Leaders' Practices

N	Model items	Model coefficients						
		R	R ²	B	SE	Beta	t	Sig
	Constant			.940	.049		19.012	.000
1	Applying what the rule and regulation says	.839	.704	.233	.011	.839	20.355	.000
2	Advising and counseling	.898	.806	-.228	.024	-.421	-9.518	.000
3	Dismissal from classroom for a while.	.901	.812	-.024	.010	-.100	-2.281	.024

R=0.839, R²=0.704, [t (2,174) = 19.012, P is less than 0.05]

The multiple regression equation for dependent variable practices of school leaders measured as Y could be expressed in terms of the statically significant independent variable way $Y=0.94 + 0.233X_1 - 0.228X_2 - 0.024X_3$. Where, 0.94 is constant, the positive sign in the slope (0.23) showed us the effective practice to solve students' disciplinary problem. The negative sign in the slope (-0.23 and -0.02) showed us decreases practices of advising and counseling as well as dismissal of misbehavior students' in the school where increased.

Moreover, the stepwise multiple regression analysis coefficient (R²) showed us the practices of school leaders' to solve disciplinary problem (70.4%, 80.6%, and 81.2%). These indicated that (29.6%, 19.4%, and 18.2%) respectively of them influence students' disciplinary problem through practice as indicated by the coefficients of determinations (1-R²). According to this finding from seven independent variable only three of them where regression equation predict found to be statistically significant.

In general, from the above assessment and from the interview of PTA chairman and Supervisor, WEO head person response made the researcher identified the top 5 common practice of school leaders used to manage students' disciplinary problem in secondary schools. The results were presented below by ranking according to the average mean values and the interview result of the respondents; the first one was Advising and counseling in continues way. The second practices were giving the decision to the student itself for the problem happened. Third Applying what the rule and regulation says. The other is informing about the problem to the parent and Sending to the PTA or other committees was the practices to solve student's disciplinary problem.

4.3. Challenges of school leaders to solve students' disciplinary problems.

To assess the challenges that hinder school leadership effort to manage students' disciplinary problems in secondary schools, the following nine items were distributed to secondary school leaders. The results are presented in table-6

Table-6. Descriptive Analysis of Challenges in School Leaders to Solve Students' Disciplinary Problems

No	Items	Descriptive analysis	
		Mean	SD
1	Teacher's presentation and students understandings do not match.	4.26	0.78
2	Negative attitude between students with academic competition.	3.01	1.32
3	Misunderstanding between parent and students about education.	4.09	1.04
4	Refusing to obey order between staff worker and students in the school.	4.36	0.78
5	Misbehavior of the students related with Social background	3.64	1.18
6	Less economic background of parent to improve students' performance.	4.24	0.57
7	Enthusiasm the student Applying individual Political ideology in the school.	4.02	1.11
8	Less academic background related with students.	4.45	0.50
9	Unfulfilled School facility related with student serves.	4.23	0.79
	Average mean and standard deviations	4.03	0.90

Each of the items was designed in the form of five point rating scale. These were strongly disagree, disagree, undecided (medium), agree and strongly agree. The values given were, 1, 2, 3, 4, and 5 respectively. The average value was obtained by dividing the sum of ratio scales ($1+2+3+4+5=15$) by number of rating scales that is 5. Thus, the average value is 3.0. In the interpretation, effort was put to show that the mean score indicates. The result obtained from the score was interpreted as following. If 1.-1.49, it was interpreted as strongly disagree, 1.5 - 2.49, it was interpreted as disagree, if 2.5 -3.49, it was interpreted as average, if 3.5-4.49, it was interpreted as agreed. If the mean value was above 4.50, it was interpreted as highly agreed (Bluma, 2012).

In item number 1, and 4 of table 5, the leaders and teachers respondent were asked to rate, whether the following challenges that hinder school leadership to manage students' disciplinary problems were occurred in secondary school or not. Accordingly, the mean values of school leaders were 4.25(SD=0.78), and 4.36(SD=0.78) respectively were agreed the idea misunderstanding on teaching and learning process, and refusing to obey order in the school can be the challenge of school leaders in managing student's disciplinary problem. Similarly the mean values of respondents were greater than average mean 4.03(SD=0.90) and shows that the school leader respondents were interpreted as agree on the item.

In item number 6, and 8 of table 5, the leaders and teachers respondent were asked to rate, whether the following challenges that hinder school leadership to manage students' disciplinary problems were occurred in secondary school or not. Accordingly, the mean values of school leaders were 4.24(SD=0.57) and 4.45(SD=0.50) respectively were agreed the idea less economic background of the parent, and less academic background to improve students' performance can be the challenge of school leaders in managing student's disciplinary problem. Similarly the mean values of respondents were greater than average mean 4.03(SD=0.90) and shows that the school leader respondents were interpreted as agree on the item.

In item number 9 of table 5, the leaders and teachers respondent were asked to rate, whether the following challenges that hinder school leadership to manage students' disciplinary problems were occurred in secondary school or not. Accordingly, the mean values of school

leaders were 4.23(SD=0.79) respectively were agreed the idea unfulfilled school facility can be the challenge of school leaders in managing student's disciplinary problem. Similarly the mean values of respondents were greater than average mean 4.03(SD=0.90) and shows that the school leader respondents were interpreted as agree on the item.

Most of the interview respondents said that in most cases school principals are not tolerate students with different problem, similarly other school leaders were also not treating students of different behavior with and balancing the fact in school within time not adequate. So this can be a great challenge for school leaders to be treating discipline issue especially treating young students.

In item 2 and 3 of table 5 the school leader respondents were asked to rate, whether the following challenges that hinder school leadership affected to manage students' disciplinary problems were occurred in secondary school or not. Accordingly, the average mean values of the respondents were 3.00(SD=1.32) and 4.02(SD=1.04) respectively, which were less than the average mean values 4.03(SD=0.90). This shows that the school leaders respondent were disagreed on the challenges such as negative attitude between student's in academic completion, misunderstanding between students and parents on education were among the not so much challenges of school leaders that hinders them to manage students discipline in secondary school in that zone.

In item 5 and 7 of table 5 the school leader respondents were asked to rate, whether the following challenges that hinder school leadership affected to manage students' disciplinary problems were occurred in secondary school or not. Accordingly, the average mean values of the respondents were 3.64(SD=1.18), and 4.02(SD=1.11) respectively, which were less than the average mean values 4.03(SD=0.90). This indicates that the school leaders respondent were disagreed on the challenges such as applying individual political ideology in the school, were among the not so much challenges of school leaders that hinders them to manage students discipline in secondary school of south west shoa zone.

In addition to the above data collected the issue was also supported by the following scholars finding: Inadequate training for the school leaders and inappropriate knowledge on the part of the school leaders in the management of discipline in secondary schools has been a hindrance.

In his finding Sungton (2007) was that large class size, Inadequate training for school principals, lack of self-confidence of principal, political pressure, Inappropriate discipline management plan, poor follow up of teachers and parents and weather parents are informed of the rules of the school were among the major challenges of school leaders that hinders them to manage students discipline.

Table-7. Multiple Regression Model of School Leaders' Challenge that Disturbed Teaching Learning in the School

No	Model items	Model coefficients						
		R	R ²	B	SE	Beta	T	Sig
	Constant			1.176	.047		24.776	.000
1	Misunderstanding between parent and students about education.	.778	.605	.188	.012	.778	16.308	.000
2	Less academic background related with students.	.809	.654	-.148	.030	-.273	-4.974	.000
3	Refusing to obey order between staff worker and students in the school.	.888	.789	.272	.026	.760	10.467	.000
4	Teacher's presentation and students understandings do not match.	.899	.808	.125	.030	.357	4.106	.000
5	Unfulfilled School facility related with student serves.	.913	.833	-.148	.029	-.381	-5.092	.000
6	Enthusiasm the student Appling individual Political ideology in the school.	.918	.842	-.054	.017	-.220	-3.125	.002

R=0.778, R²=0.605, [t (2,174) = 16.308, P is less than 0.05]

Table-7 shoes that multiple regression equation for dependent variable practices of school leaders measured as Y could be expressed in terms of the statically significant independent variable way $Y=1.176 + 0.188X_1 - 0.148X_2 + 0.272X_3 + 0.125X_4 - 0.148X_5 - 0.054X_6$ Where, 1.176 is constant, the positive sign in the slope (0.188, 0.272, 0.125) showed us the

challenge to solve students' disciplinary problem. The negative sign in the slope (-0.148, -0.148, and -0.054) showed us decreases challenges of model items as soon as students' discipline in the school where increased.

Moreover, the stepwise multiple regression analysis coefficient (R^2) showed us the practices of school leaders' to solve disciplinary problem (60.5%, 65.4%, 78.9%, 80.8%, 83.3%, and 84.2%). These indicated that (39.5%, 34.6%, 21.1%, 19.2%, 16.7%, and 15.8%) respectively of them challenge to solve students' disciplinary problem as indicated by the coefficients of determinations ($1-R^2$). According to this finding from nine independent variable challenges that hinder student learning only six of them where regression equation predict found to be statistically significant.

In general, from the above assessment, from the interview of PTA chairman, WEO head person, supervisor response and document analyzed challenges faced by the school leader to manage students' disciplinary problems include that less academic background of the student, refusing to obey order between staff worker and student, not addressing student's need in academic area, problems related with parents, Inadequate training for school principals, Political pressure, Unsuitable discipline management plan, Students failure to adhere to school rules and regulations, poor follow up of teachers and parents, weather parents are informed of the rules of the school and lack of confidence of school leaders were the major challenges of school leaders in managing disciplinary problem.

4.4. The Current Status of Students' Disciplinary Problems in the Schools

Students discipline in teaching-learning process is an important issue to transmit knowledge and skill for the next new generation. This means without respecting rules and regulations of the schools, no one can transmit and receive newly gained information. Therefore, it is better to assess this crucial issue in the schools. In line to this, the researcher assess whether the problem is currently and negatively influencing teaching- learning process in general secondary schools found in Southwest Shoa Zone. To know this a rating scale was used as frequently the problem occurs and to what degree it disrupts teaching-learning process. Were 5=Very high, 4=High, 3=Medium, 2=Low, 1=Very low. To decide the frequency of this

rating scale, the percentage was employed for the responses of all school leaders (176) of respondents to compare their response.

4.4.1. The degree of students' disciplinary problem disrupting teaching- learning process

Items given in table 8 were again provided for all school leaders to check the degree of students' disciplinary problem disrupting teaching- learning process in their schools. To decide the degree of this rating scale, the mean, T-value, and P-value was employed for the responses of all groups of respondents to compare their response on students disciplinary problem which disrupting teaching-learning process ($n_p = 14$ and $n_l = 162$) as shown in table 8 bellow.

Table 8a: Frequency of Current Status of Students Disciplinary Problems

N	Items	Groups	Mean	SD	df	t-value	p-value
1	Writing unnecessary things on walls, desks and blackboard.	School principals	4.50	0.518	0.09	0.557	0.586
		Other School leaders	4.41	0.495			
2	Damaging/destroying school property	School principals	4.28	1.069	0.14	0.408	0.690
		Other School leaders	4.16	0.468			
3	Late coming	School principals	4.71	0.824	0.35	2.482	0.022
		Other School leaders	4.36	0.824			
4	Failure to participate in schools Students meeting and labor education.	School principals	3.92	1.141	0.18	0.567	0.579
		Other School leaders	3.74	1.252			
5	Jumping over fences and through other forbidden exits.	School principals	4.21	0.801	-0.03	-0.147	0.885
		Other School leaders	4.24	0.748			
6	Coming schools without students ID. Card and fighting with guards.	School principals	4.42	0.513	0.18	1.265	0.222
		Other School leaders	4.24	0.720			

Note: n_p : Number of Principals; n_l : Number of other school leaders t -critical = 1.96; Confidence interval = 95%, $\alpha = 0.05$, SD: Standard Deviation, 4.50-5.00= very high; 3.50-4.49= high; 2.50-3.49= medium; 1.50- 2.49 =low and 1.00 -1.49 =very low
df= mean difference

From table-8a above, writing unnecessary things on walls, desks and blackboard (item 1) were asked both school principals and other school leaders to know their opinion how much the problem disturbs teaching- learning process. From their mean scores 4.50(SD=0.52) and 4.41(SD=0.50) respectively with their mean difference 0.09 shows, their level of agreement from their mean scores were school principals and other school leaders is very high the degree of the problem disrupting teaching- learning process. On the other hand, the computed t -value for item-1 at $\alpha=0.05$, $t(174) = 0.56$ which is much less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' writing unnecessary things on the walls, desks, and blackboard, $t(174)=0.56$, $P > 0.05$, two tailed.

Regarding item 2, from their mean scores both school principals and other school leader agree on the problem in their schools. This is from their mean scores 4.28(SD=1.07) and 4.16(SD=0.47) respectively with their mean difference 0.14, this shows that, the two groups of respondents agree as the problem is moderately disrupted teaching- learning process. In addition to the descriptive finding, the computed t -value for item-2 at $\alpha =0.05$, $t(174) = 0.41$ which is much less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' damaging school property, $t(174) =0.41$, $P > 0.05$, two tailed.

From table 8a, item 3, the mean scores of school principals and other school leader 4.71(SD=0.82) and 4.36(SD=0.82) respectively with mean difference 0.35 shows as there is statistically significant difference of the two groups of respondents. Therefore, the late coming of the student level of their agreement averagely in school principals indicated as the problem is high in their school. But other school leaders indicate as the degree of the problem disrupting teaching learning was medium. In addition to the descriptive finding, the computed t -value for item-3 at $\alpha =0.05$, $t(174) = 2.48$ which is much greater than critical region at α

=0.05, $t(174) = 1.96$. Therefore, it could be concluded that there was statistical mean difference between the two groups on students' late coming, $t(174) = 2.48$, $P < 0.05$.

Regarding item 4, the mean scores of school principals and teachers 3.92(SD=1.14) and 3.74(SD=1.25) respectively with their mean difference 0.18 shows that as there is a common opinion between the responses of the two groups of respondents. This implies that both school principals and other school leader indicate as students' failure to participate in students meeting and labor work moderately disturbs teaching-learning process in their school. On the other hand, the computed t-value for item-4 at $\alpha=0.05$, $t(174) = 0.57$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' failure to participate in students meeting and labor education, $t(174) = 0.57$, $P > 0.05$, two tailed.

From item 5, the mean scores of school principals and teachers 4.21(SD=0.80) and 4.24(SD=0.75) respectively with mean difference of (-0.03) shows as almost the two groups of respondents have the same opinion on the item. This shows that as students jumping over fences and other forbidden exits in their school were moderately affect teaching-learning process in their schools. On the other hand, the computed t-value for item-5 at $\alpha=0.05$, $t(174) = -0.15$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' jumping over fences and other forbidden exits in their school, $t(174) = -0.15$, $P > 0.05$, two tailed.

Regarding item 6, from the mean scores of school principals, 4.42(SD=0.51) and that of other school leaders, 4.24(SD=0.72) with their mean difference 0.18, they agree on students coming school without their ID. Card and due to this, as teaching – learning process is disrupted. From these, the level of their agreement was rated as the problem moderately disrupts teaching-learning process. On the other hand, the computed t-value for item-6 at $\alpha=0.05$, $t(174) = 1.27$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' coming school without their ID. Card and fighting with guards, $t(174) = 1.27$, $P > 0.05$, two tailed.

Accordingly, Alemayehu (2012), the top ranked frequently observed misbehavior included: tardiness, absenteeism (truancy), and disturbing in the classroom like talking without permission, use cell phone etc., cheating on exams, copying assignment, and least efforts, fighting, extortion/ coercion, mob action, as well as failing to follow teacher's instruction. There are evidences that some students also use alcohol and tobacco outside the school. However, discipline problem is life-threatening as well as damaging the school property was found to be less-prevail.

Table 8b: Frequency of Current Status of Students Disciplinary Problems

N	Items	Groups	Mean	SD	$ x_1 - x_2 $	t-value	p-value																																																		
7	Worrying only about their dressing and hair style rather than their education.	School principals	4.35	0.497	0.14	0.933	0.361																																																		
		Other School leaders	4.21	0.917				8	Fighting and physical attack on each other.	School principals	4.21	0.425	-0.01	-0.110	0.913	Other School leaders	4.22	0.741	9	Drinking alcohol and coming school.	School principals	4.00	0.962	-0.04	-0.162	0.874	Other School leaders	4.04	0.948	10	Physical attack on their teachers, school directors and supporting staff.	School principals	4.35	0.497	0.22	1.506	0.148	Other School leaders	4.13	0.799	11	Escaping from school before the day ends	School principals	4.35	0.497	0.24	1.562	0.132	Other School Leaders	4.11	0.980	12	Refusing to obey orders	School principals	4.71	0.468	0.15
8	Fighting and physical attack on each other.	School principals	4.21	0.425	-0.01	-0.110	0.913																																																		
		Other School leaders	4.22	0.741				9	Drinking alcohol and coming school.	School principals	4.00	0.962	-0.04	-0.162	0.874	Other School leaders	4.04	0.948	10	Physical attack on their teachers, school directors and supporting staff.	School principals	4.35	0.497	0.22	1.506	0.148	Other School leaders	4.13	0.799	11	Escaping from school before the day ends	School principals	4.35	0.497	0.24	1.562	0.132	Other School Leaders	4.11	0.980	12	Refusing to obey orders	School principals	4.71	0.468	0.15	1.069	0.301	Other School Leaders	4.57	0.50						
9	Drinking alcohol and coming school.	School principals	4.00	0.962	-0.04	-0.162	0.874																																																		
		Other School leaders	4.04	0.948				10	Physical attack on their teachers, school directors and supporting staff.	School principals	4.35	0.497	0.22	1.506	0.148	Other School leaders	4.13	0.799	11	Escaping from school before the day ends	School principals	4.35	0.497	0.24	1.562	0.132	Other School Leaders	4.11	0.980	12	Refusing to obey orders	School principals	4.71	0.468	0.15	1.069	0.301	Other School Leaders	4.57	0.50																	
10	Physical attack on their teachers, school directors and supporting staff.	School principals	4.35	0.497	0.22	1.506	0.148																																																		
		Other School leaders	4.13	0.799				11	Escaping from school before the day ends	School principals	4.35	0.497	0.24	1.562	0.132	Other School Leaders	4.11	0.980	12	Refusing to obey orders	School principals	4.71	0.468	0.15	1.069	0.301	Other School Leaders	4.57	0.50																												
11	Escaping from school before the day ends	School principals	4.35	0.497	0.24	1.562	0.132																																																		
		Other School Leaders	4.11	0.980				12	Refusing to obey orders	School principals	4.71	0.468	0.15	1.069	0.301	Other School Leaders	4.57	0.50																																							
12	Refusing to obey orders	School principals	4.71	0.468	0.15	1.069	0.301																																																		
		Other School Leaders	4.57	0.50																																																					

Note: n_p : Number of Principals (14); n_l : Number of other school leaders (162), t-critical = 1.96; Confidence interval = 95%, $\alpha = 0.05$, SD: Standard Deviation. 4.50-5.00= very high; 3.50-4.49= high; 2.50-3.49= medium; 1.50- 2.49 =low and 1.00 -1.49 =very low

Item 7, from table 8b were provided for school principals and teachers to identify the relationship between their education and dressing style. As the mean scores of school

principals, 4.35(SD=0.50) and that of other school leader, 4.21(SD=0.92) with their mean difference 0.14 indicate, as there is no statistical significant difference between the two groups of respondents. The level of their agreement was located in the range of moderately occurrence of the possibility. On the other hand, the computed t-value for item-7 at $\alpha=0.05$, $t(174) = 0.93$ which is much less than critical region at $\alpha=0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' gives more emphasis on their wearing and hair style rather than their education, $t(174)=0.93$, $P > 0.05$, two tailed.

As indicated in table 8b, item 8, the occurrence of fight and physical attack on each other by their students were also provided to know its degree in their school. Depending on this, as the mean scores of school principals (4.21) (SD=0.43) and other school leader (4.22) (SD=0.74) with their mean difference (-0.01) shows as the problem is medium in their school. On the other hand, the computed t-value for item-8 at $\alpha=0.05$, $t(174) = -0.11$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' fight and physical attack on each other, $t(174)=-0.11$, $P > 0.05$, two tailed.

The existence of students drinking alcohol and come to school (item 9) were also provided for school principals and teachers. The scores of 4.00(SD=0.96) and 4.04(SD=0.95) respectively with mean difference (-0.04) shows the two groups of respondents have related opinion on the item. Even though, the two groups of respondents agree on the item, the range of their agreement indicates as the existence of the problem was medium. On the other hand, the computed t-value for item-9 at $\alpha=0.05$, $t(174) = -0.16$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' drinking alcohol and coming to school, $t(174)=-0.16$, $P > 0.05$, two tailed.

Regarding item 10, from mean scores of school principals and other school leaders, 4.35(SD=0.50) and 4.13(SD=0.60) respectively with mean difference of 0.22, both groups of respondents seems agree on the problem. Therefore, from their mean scores the problem moderately affecting teaching-learning process. On the other hand, the computed t-value for item-10 at $\alpha=0.05$, $t(174) = 1.51$ which is much less than critical region at $\alpha = 0.05$, $t(174)$

=1.96. Therefore, it was found that there was no statistical mean difference between the two groups on students' physical attack on their teachers, school principals, and supporting staff, $t(174)=1.51$, $P > 0.05$, two tailed.

Regarding item 11, from mean scores of school principals and teachers, 4.35(SD=0.50) and 4.11(SD=0.98) respectively with mean difference of 0.24, both groups of respondents seems agree on the problem. Therefore, from their mean scores the problem moderately affecting teaching-learning process. On the other hand, the computed t-value for item-11 at $\alpha=0.05$, $t(174) = 1.56$ which is less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' escaping from school before the day end, $t(174)=1.56$, $P > 0.05$, two tailed.

Regarding item 12, from mean scores of school principals and teachers, 4.71(SD=0.47) and 4.57(SD=0.50) respectively with mean difference of 0.15, both groups of respondents seems agree on the problem. Therefore, from their mean scores the problem reasonably and highly affecting teaching-learning process. On the other hand, the computed t-value for item-12 at $\alpha=0.05$, $t(174) = 1.07$ which is much less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' refusing to obey orders, $t(174)=1.07$, $P > 0.05$, two tailed.

Regarding item 13, from mean scores of school principals and teachers, 4.78(SD=0.43) and 4.54(SD=0.50) respectively with mean difference of 0.24, both groups of respondents seems agree on the problem. . Therefore, the cheating of the student level of their agreement averagely in school principals indicated as the problem is high in their school. But other school leaders indicate as the degree of the problem disrupting teaching learning was medium. On the other hand, the computed t-value for item-13 at $\alpha=0.05$, $t(174) = 2.02$ which is greater than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' forcing clever students to get answers on exams, tests, class work, etc, $t(174)=2.02$, $P > 0.05$, two tailed.

The existence of students drinking alcohol and come to school (item 14) were also provided for school principals and teachers. The scores of 4.00(SD=0.96) and 4.33(SD=0.58) respectively with mean difference (-0.33) shows the two groups of respondents have related

opinion on the item. Even though, the two groups of respondents agree on the item, the range of their agreement indicates as the existence of the problem was medium. On the other hand, the computed t-value for item-14 at $\alpha=0.05$, $t(174) = -1.30$ which is much less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' insulting their teachers by writing their name in different places, $t(174)=-1.30$, $P > 0.05$, two tailed.

In the interview most of the respondents said that Students who are not attending the class regularly are always accused for why they were cheating on the exam and they were disturbing the exam room and the school teachers were also gives punishment for them. They were not only cheat on exam but also they were also copied the home take assignment. Therefore it can conclude that cheating on test was one of the major student's disciplinary problem secondary schools of south west shoa zone.

4.5. Factors for Students' Disciplinary Problems in the School.

To identify different causes of students disciplinary problem, different assumed factors causing students disciplinary problem were provided for school principals, and other school leaders. The t-test data analysis was used to compare the opinions of school principals and other school leader. In order to do so, this sub-topic is categorized as home related, teachers related, school environment and administration, curriculum related factors.

4.5.1. Home related factors

Home factors causing students disciplinary problem were provided for school principals, and other school leaders. The t-test data analysis was used to compare the opinions of school principals and other school leader.

Table 9a. Home Related Factors of Students Disciplinary Problems

N	Items	Group	Mean	SD	$ x_1 - x_2 $	t-value	p-value
1	Lack of family support	School principals	4.35	0.84	0.24	1.034	0.318
		Other School leaders	4.11	0.71			
2	Having many children.	School principals	3.71	0.99	0.52	1.834	0.085
		Other School leaders	3.19	1.19			
3	lack of love from family because of frequent conflicts, divorce, etc.	School principals	4.14	1.03	0.19	0.639	0.532
		Other School leaders	3.95	1.23			
4	Due to too restrictive discipline from parents.	School principals	3.85	1.09	0.27	0.894	0.385
		Other School leaders	3.58	1.25			

Each of the items was designed in the form of five point rating scale. These were strongly disagree, disagree, undecided (medium), agree and strongly agree. The values given were, 1, 2, 3, 4, and 5 respectively. The average value was obtained by dividing the sum of ratio scales (1+2+3+4+5=15) by number of rating scales that is 5. Thus, the average value is 3.0. In the interpretation, effort was put to show that the mean score indicates. The result obtained from the score was interpreted as following. If 1.-1.49, it was interpreted as strongly disagree, 1.5 - 2.49, it was interpreted as disagree, if 2.5 -3.49, it was interpreted as average, if 3.5-4.49, it was interpreted as agreed. If the mean value was above 4.50, it was interpreted as highly agreed (Bluma, 2012).

As the data in table 9a of item 1 revealed that the mean scores of school principals was 4.35(SD=0.84) while the mean score of other school leaders was 4.11(SD=0.71) with mean difference 0.24 indicated that lack of family support is a minor cause for students' disciplinary problems. On the other hand, the computed t-value for item-1 at $\alpha=0.05$, $t(174) = 1.03$ which is much less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' lack of family support, $t(174)=1.03$, $P > 0.05$, two tailed.

Regarding item 2, the mean scores of school principals and other school leader, 3.71(SD=0.99) and 3.19(SD=1.19) respectively with mean difference of 0.52 indicates as they agree on the

item. Their mean score implies that as they agree as the problem is a minor cause. On the other hand, the computed t-value for item-2 at $\alpha=0.05$, $t(174) = 1.83$ which is less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' having many children, $t(174) =1.83$, $P > 0.05$, two tailed.

Item 3 also shows as a minor cause, which is indicated by the mean scores of school principals 4.14(SD=1.03) and that of other school leader 3.95(SD=1.23) with their mean difference, 0.19. On the other hand, the computed t-value for item-3 at $\alpha=0.05$, $t(174) = 0.64$ which is much less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' lack of love from family because of frequent conflicts, divorce, etc, $t(174)=0.64$, $P > 0.05$, two tailed. .

Finally, item 4 indicated by school principals and other school leaders as a minor cause. This constituted 3.85(SD=1.09) and 3.58(SD=1.25) mean scores respectively with their mean difference 0.27. On the other hand, the computed t-value for item-4 at $\alpha=0.05$, $t(174) = 0.89$ which is much less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' due to restrictive discipline from parents, $t(174)=0.89$, $P > 0.05$, two tailed.

4.5.2. Teachers related factors

Teachers related factors causing students disciplinary problem were provided for school principals, and other school leaders. The t-test and mean data analysis was used to compare the opinions of school principals and other school leader.

Table 9b. Teacher Related Factors of Students Disciplinary Problems

No	Items	Group	Mean	SD	Df	t-value	p-value
1	Discouraging/hopes students not to ask questions.	School principals	4.07	0.99	0.47	0.621	0.543
		Other School leaders	3.89	1.25			
2	Failure to understand students problem	School principals	4.36	0.49	0.42	2.666	0.014
		Other School leaders	3.94	1.01			
3	Teachers being laissez-faire in class management.	School principals	4.78	0.43	0.74	5.297	0.000
		Other School leaders	4.04	1.04			
4	Lack of competence	School principals	3.86	1.29	0.34	0.939	0.362
		Other School leaders	3.52	1.32			
5	Not addressing students according to their level of understanding.	School principals	4.79	0.43	0.65	4.747	0.000
		Other School leaders	4.14	0.97			
6	Lack of confidence of teachers.	School principals	4.00	0.96	0.12	0.429	0.673
		Other School leaders	3.88	1.19			
7	Lack of sense of humor from teachers.	School principals	3.71	0.99	0.24	0.824	0.420
		Other School leaders	3.47	1.47			
8	Poor method of instruction	School principals	4.71	0.47	0.70	4.462	0.000
		Other School leaders	4.01	1.21			

As the data in table 9b, item 1 revealed that the mean scores of school principals were 4.07 (SD=0.99) while the mean score of other school leaders were 3.89 (SD=1.25) with mean difference 0.47. These mean values indicated school principals show their agreement as the problem is a major cause while other school leader indicated it as the problem is minor cause. On the other hand, the computed t-value for item-1 at $\alpha=0.05$, $t(174) = 0.62$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' discouraging students to ask questions, $t(174) = 0.62$, $P > 0.05$, two tailed.

Regarding item 2, as the mean scores of school principals and other school leaders, 4.36 (SD=0.49) and 3.94 (SD=1.01) respectively with their mean difference 0.42 indicates, the two groups of respondents agree as other school leaders have lack of understanding students problem was a minor cause, while school principal have failure to understand students problem was a major cause. In addition to the descriptive finding, the computed t-value for item-2 at $\alpha = 0.05$, $t(174) = 2.67$ which is much greater than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it could be concluded that there was statistical mean difference between the two groups on teachers' failure to understand students' problem, $t(174) = 2.67$, $P < 0.05$.

As depicted in item 3 of table 9b, the mean value of school principals was 4.78 (SD=0.43) while the mean value of other school leaders was 4.04 (SD=1.04) with their mean difference 0.74. From this, school principals show as teachers being laissez-faire in classroom management is a major cause, while other school leaders it is a minor cause. In addition to the descriptive finding, the computed t-value for item-3 at $\alpha = 0.05$, $t(174) = 5.30$ which is much greater than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it could be concluded that there was statistical mean difference between the two groups on students' late coming, $t(174) = 5.30$, $P < 0.05$.

Regarding item 4, the mean scores of school principals and other school leaders, 3.86 (SD=1.29) and 3.52 (SD=1.32) respectively with mean difference of 0.34 shows that, both groups of respondents agree as the problem located in the range of minor cause. On the other hand, the computed t-value for item-4 at $\alpha = 0.05$, $t(174) = 0.94$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on teachers' lack of competence, $t(174) = 0.94$, $P > 0.05$, two tailed.

School principals', other school leaders were asked to rate on not addressing students need according to their level of understanding (item 5). The mean scores of school principals and other school leaders were 4.79 (SD=0.43) and 4.14 (SD=0.97) respectively with mean difference of 0.65. This shows that the school principals agree as the problem is a major cause in their school, while other school leaders agree that it is a minor cause. In addition to the descriptive finding, the computed t-value for item-3 at $\alpha = 0.05$, $t(174) = 4.75$ which is much

greater than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it could be concluded that there was statistical mean difference between the two groups on teachers' not addressing students' need according to their level of understanding their education, $t(174) = 4.75$, $P < 0.05$.

Lack of confidence of teachers in teaching -learning process and in enhancing students' discipline in their school whether it can be categorized under the cause for students disciplinary problem were asked school principals, and other school leaders (item 6). As it is indicated in table 9b, the mean scores of school principals and other school leaders, 4.00 (SD=0.96) and 3.88 (SD=1.19) respectively with mean difference 0.12 shows that as both groups have the same agreement minor cause. On the other hand, the computed t-value for item-6 at $\alpha = 0.05$, $t(174) = 0.43$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on lack of confident teacher, $t(174) = 0.43$, $P > 0.05$, two tailed.

As indicated in item 7 of table 9b, respondents were asked to rate the extent to which lack of sense of humor from teachers is a cause for students' disciplinary problem or not. As the calculated mean of school principals and other school leaders, 3.71 (SD=0.99) and 3.47 (SD=1.47) respectively with mean difference 0.24 indicates, as there is agreement between the responses of the two groups of respondents show as a minor cause. On the other hand, the computed t-value for item-7 at $\alpha = 0.05$, $t(174) = 0.82$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on lack of sense of humor from teachers, $t(174) = 0.82$, $P > 0.05$, two tailed.

Regarding item 8 of table 9b, School principals', and other school leaders were asked to rate on poor methods of instruction is a factor or not. The mean scores of school principals and other school leaders were 4.71 (SD=0.47) and 4.01 (SD=1.21) respectively with mean difference of 0.70. This shows that the school principals agree as the problem is a major cause in their school, while other school leaders agree that it is a minor cause. Also the descriptive finding, the computed t-value for item-8 at $\alpha = 0.05$, $t(174) = 4.46$ which is much greater than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it show that there was statistical mean

difference between the two groups on teachers' poor method of instruction, $t(174) = 4.46, P < 0.05$.

Problems related to teachers, the authorities have pointed out that the pupils behavior can be influenced by all the major features and processes of a school. These include the quality of its leadership, teachers and their classroom management, behavior policy, curriculum, buildings and physical environment, organization and time table and relationships with parents (Clarke, 1999). Therefore, it is possible to conclude that disruptive behavior was seen in students of general secondary schools partly because of the prevalent school related, very specifically teacher related problems.

Today, most teachers instruct children for only part of the day to have fewer opportunities to form class relationship in large classes and schools. There are assumed cases of teachers being threatened by students in course of discharging their legalized duties (Naong, 2007).

In the documents like student's attendance and the minute of different meeting concerning the discipline issue, it was students whose academic performance was low that whose name was seen up on it. Therefore it was concluded that students lack basic academic or cognitive skills were more misbehave than those who have good discipline so can generalized that lack of basic academic or cognitive skill can be causes of student's disciplinary problem in secondary schools of Southwest Shoa Zone.

4.5.3. School environment and administration as a factor

School Environment & Administration factors causing students disciplinary problem were provided for school principals, and other school leaders. The t-test data analysis was used to compare the opinions of school principals and other school leader.

Table 9c. School Environment and Administration Related Factors of Students Disciplinary Problems

No	Items	Group	Mean	SD	$ x_1 - x_2 $	t-value	p-value
1	Students lack of knowledge of school rules and regulations	School principals	4.57	0.51	0.22	1.426	0.169
		Other School leaders	4.35	0.88			
2	Lack of consistency/uniformity in taking disciplinary action.	School principals	4.78	0.43	0.28	2.372	0.030
		Other School leaders	4.50	0.50			
3	Lack of school facilities such as: libraries, laboratories and comfortable class room.	School principals	4.50	0.51	0.04	0.256	0.802
		Other School leaders	4.46	0.54			

Table 9c item 1 shows lack of knowledge of school rules and regulation of students as a cause of students disciplinary problem were asked school principals, other school leaders to rate their opinion. As a result, from the mean score of school principals and other school leaders, 4.57 (SD=0.51) and 4.35 (SD=0.88) respectively with mean difference of 0.22 shows that as the two groups of respondents agrees on the item. Therefore, from their mean scores, the two groups of respondents agree as the problem is a major cause for students' disciplinary problem. On the other hand, the computed t-value for item-1 at $\alpha=0.05$, $t(174) = 1.43$ which is less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on students' lack of knowledge of school rules and regulations, $t(174) = 1.43$, $P > 0.05$, two tailed.

Whether lack of teachers and school principals taking disciplinary action uniformly (item 2), were asked the two groups of respondents. As a result, from the mean scores of school principals and other school leaders, 4.78 (SD=0.43) and 4.50 (SD=0.50) respectively with their mean difference 0.28, the two groups of respondents averagely have not the same perception on the item. This shows that the school principals agree as the problem is a very high cause in their school, while other school leaders agree that it is a major cause. In addition to the descriptive finding, the computed t-value for item-2 at $\alpha = 0.05$, $t(174) = 2.37$ which is much

greater than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it could be concluded that there was statistical mean difference between the two groups on students' late coming, $t(174) = 2.37$, $P < 0.05$.

Regarding school facilities such as: library, laboratory and comfortable class room, the mean scores of school principals and other school leaders, which is 4.5 (SD=0.51) and 4.46 (SD=0.54) respectively with their mean difference of 0.04 shows as the problem is a major cause. On the other hand, the computed t-value for item-1 at $\alpha = 0.05$, $t(174) = 0.26$ which is much less than critical region at $\alpha = 0.05$, $t(174) = 1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on lack of school facility, $t(174) = 0.26$, $P > 0.05$, two tailed.

Interview respondents said that in our school leaders were working over fulfilling school facility like preparing sport fields, facilitate library materials like reference book and buying some computers and settle school security. Students were sitting in three and above on one chair and there were about 83 students in one class and it was very difficult to manage the students in the class so large class size was one of the factors of disciplinary problem in the school.

From the above data and interview is possible to conclude that lack of creating conducive school environment and administration was the factors of school leaders in managing students' disciplinary problem in secondary schools.

4.5.4. Curriculum as a factor

Curriculum related factors causing students disciplinary problem were provided for school principals, and other school leaders. The t-test and mean data analysis was used to compare the opinions of school principals and other school leader.

Table 9d. Curriculum Related Factors of Students Disciplinary Problems

No	Items	Group	Mean	SD	$ x_1 - x_2 $	t-value	p-value
1	Not addressing pupils' needs and interests.	School principals	2.62	1.33	0.05	1.087	0.294
		Other School leaders	2.57	1.16			
2	Difficulty of the lesson.	School principals	2.57	1.15	0.21	0.644	0.529
		Other School leaders	2.36	1.11			

Regarding item 1 (table 9d) as the mean scores of school principals and other school leaders, 2.62 (SD=1.33) and 2.57 (SD=1.16) respectively with mean difference of 0.05 indicates, almost all in all the two groups of respondents agree on as the curriculum in practice not addressing pupils need and interest can be a minor cause for students disciplinary problem. Supporting this, the computed t-value for item-1 at $\alpha=0.05$, $t(174) = 1.09$ which is less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on not addressing pupils need and interests, $t(174)=1.09$, $P > 0.05$, two tailed.

In case of difficulty of the lesson item 2 (table 9d), school principals, other school leaders were asked to rate their opinion on the item. As indicated by school principals and other school leaders, their mean scores 2.57 (SD=1.15) and 2.36 (SD=1.11) respectively with mean difference 0.21 shows as there is no difference between their perceptions. This shows that, difficulty of the lesson for students can be a minor cause. On the other hand, the computed t-value for item-2 at $\alpha=0.05$, $t(174) = 0.64$ which is much less than critical region at $\alpha =0.05$, $t(174) =1.96$. Therefore, it was found that there was no statistical mean difference between the two groups on difficulty of the lesson, $t(174) =0.64$, $P > 0.05$, two tailed.

4.6. Coping Strategies for Students' Disciplinary Problems

Under this sub- topic, 13 items were provided for school principals and other school leaders listed ideas were group in to three based on their mean score starting from the most important to the list important, and respondents to rate their agreement using rating scale as: strongly agree = 5; agree = 4; undecided = 3; disagree = 2 and strongly disagree = 1. Depending on this, top-five were summarized as follow using mean comparison for school principals and other school leaders.

Table 10: Descriptive Analysis of Respondents Response on Copying Strategies

No	Items	Descriptive analysis	
		Mean	SD
1	Improving method of instruction and evaluation in the school	4.35	0.54
2	Creating teachers and students awareness on school rules and regulation	4.52	0.50
3	Taking more time for advising and counseling disruptive students	4.53	0.50
4	Encouraging students to have good discipline	4.17	0.89
5	Promoting self-control among students	4.09	0.77
6	Identifying common disciplinary problems and finding strategies to solve it	4.38	0.69
7	Using Corporal punishment	1.86	0.92
8	Psychological punishments	4.31	0.70
9	Engaging students in labor work	3.45	1.46
10	Encouraging co-curricular education in the school	2.87	1.41
11	Having professional guidance and counseling in the school	4.12	0.83
12	Promoting Civic and Ethical Education play its role in the school	4.00	0.88
13	Working with parents more in disciplinary case.	4.24	0.75
Average mean and standard deviation		3.91	0.84

Each of the items was designed in the form of five point rating scale. These were strongly disagree, disagree, undecided (medium), agree and strongly agree. The values given were, 1, 2, 3, 4, and 5 respectively. The average value was obtained by dividing the sum of ratio scales (1+2+3+4+5=15) by number of rating scales that is 5. Thus, the average value is 3.0. In the interpretation, effort was put to show that the mean score indicates. The result obtained from the score was interpreted as following. If 1.-1.49, it was interpreted as strongly disagree, 1.5 - 2.49, it was interpreted as disagree, if 2.5 -3.49, it was interpreted as average, if 3.5-4.49, it was interpreted as agreed. If the mean value was above 4.50, it was interpreted as highly agreed (Bluma, 2012).

As depicted in item 3, 2, 6, and 1 of table 10, the mean value of school leaders were 4.53, 4.52, 4.38, and 4.35 (SD=0.50, 0.50, 0.69, and 0.54) respectively were the first grouped ideas to solve students' disciplinary problem in the school. From this, school leaders' responses'

show as highly agreed on those coping mechanisms' were a major ways to avoid or minimizes misbehaviors of the student based on mean values.

Regarding item 8, 13, 4, and 11 of table 10, the mean scores of school leaders, 4.31, 4.24, 4.17, and 4.12 (SD=0.70, 0.75, 0.89, and 0.83) respectively were the second grouped ideas to minimize student disciplinary problem. According to this finding shows that, school leaders' respondent moderately agreement on the idea to solve the problem.

As indicated in item 5, 12, 9, 10, and 7 of table 10, respondents were asked to rate the extent to which coping mechanism for students' disciplinary problem or not. As the calculated mean of school leaders, 4.09, 4.00, 3.45, 2.87, and 1.86 (SD=0.77, 0.88, 1.46, 1.41, and 0.92) respectively were the third grouped ideas to solve the problem from given items, as there is low agreement responses of respondents.

Table 10 shows that school leader's response on the strategies to overcome students' disciplinary problem. From their response, the top-five copying strategies as indicated by school principals, other school leaders, and those interview respondents were, i. Taking more time for advising and counselling disruptive students. ii. Creating an awareness on school rules and regulations. iii. Identifying common disciplinary problems and finding strategies to solve it. iv. Improving methods of instruction and evaluations in the school. V. Psychological punishments and the like strategies are listed in the table.

Okumbe (2001) agree that training improves workers effectiveness in discharging their function. Indiscipline in the school can be caused by leaders who may control and manipulate thus admitting failures to keep. This has a bearing on the head teachers' performance which also includes management of disciplinary problems in their schools.

Table-11. Top Multiple Regression Model Mechanism to Solve Disciplinary Problem in the School

N o	Model items	Model Coefficients						
		R	R2	B	SE	Beta	T	Sig
	Constant			.771	.067		11.526	.000
1	Taking more time for advising and counseling disruptive students	.799	.638	.613	.067	-.189	-3.58	.000
2	Creating teachers and students awareness on school rules and regulation	.835	.697	-.07	.012	-.196	-3.71	.000
3	Improving method of instruction and evaluation in the school	.869	.755	-.22	.031	-.309	-5.57	.000
4	Promoting self-control among students	.887	.787	.14	.025	-.274	-5.26	.000
5	Encouraging co-curricular education in the school	.905	.820	-.09	.014	-.344	-5.81	.000
6	Engaging students in labor work	.914	.836	.17	.025	-.208	-3.17	.002
7	Promoting Civic and Ethical Education play its role in the school.	.917	.841	-.07	.028	-.201	-1.98	.049

R=0.799, R²=0.638, [t (2,174) = 11.526, P is less than 0.05]

Table 11 depicts that multiple regression equation for dependent variable coping mechanisms' of school leaders measured as Y could be expressed in terms of the statically significant independent variable way $Y=0.771 + 0.613X_1 - 0.07X_2 - 0.22X_3 + 0.14X_4 - 0.09X_5 + 0.17X_6 - 0.07X_7$. Where, 0.771 is constant, the positive sign in the slope (0.613, 0.14, and 0.17) showed us the options to solve students' disciplinary problem. The negative sign in the slope (-0.07,-0.22, -0.09, and -0.07) showed us decreases possible of model items gradual students' discipline problem in the school where increased.

Moreover, the stepwise multiple regression analysis coefficient (R²) showed us the coping strategies of school leaders' to solve disciplinary problem (63.8%, 69.7%, 75.5%, 78.7%, 82.0%, 83.6% and 84.1%). These indicated that (36.2%, 30.3%, 24.5%, 21.3%, 18.0%, 16.4%,

and 15.9%) respectively of them challenge to solve students' disciplinary problem as indicated by the coefficients of determinations ($1-R^2$). According to this finding from thirteen independent variable coping mechanisms' that solve student disciplinary problems only seven of them where regression equation predict found to be statistically significant.

Under this, one item also provided for school leaders to write their opinion openly regarding the mechanisms expected from Ministry of Education to overcome the challenges they face in enhancing students disciplinary problem. As a result, they indicated as the MoE should more emphasize on the quality of teachers and school principals, providing new and similar rules and regulations of the school and providing school equipment's are some of the strategies mentioned by school leaders.

Regarding the effective practices of school leader to solve student's discipline problem, found in the sample schools. As a result, the majority of teachers agree as informing to parents is a good means of correcting students discipline, suspending from their class for a certain period as effective means.

In addition to this, school leaders write their opinion on the effective means of correcting students discipline problem in their school were provided. The majority of the respondents show their agreement as: friendly advice, discussing with their homeroom teachers, ordering them to bring their parents and discussing the problem with their parents, sending to school principal's office and to disciplinary committee are the repeatedly mentioned mechanisms.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final part of the study presents summary, conclusion and recommendations of the study.

5.1. Summary of the Major Findings

The purpose of the study was to explore disciplinary problems of students in general secondary schools of South West Shoa Zone and to forward possible solutions for identified problems.

In doing so, basic questions were raised which address practices, challenges, frequency and degree of disruption of disciplinary problems, fundamental factors for those problems and possible ways that should be used to improve the problems.

The study was conducted in five general secondary schools. Data for the study were collected from school principals such as principals and vice- principals, and other school leaders such as unit leaders, home room teachers, department head teachers, and disciplinary committee teachers were selected by availability sampling. The study used the descriptive survey method and the instrument used to collect the data was questionnaire which consists both closed-ended and open-ended and the data obtained from the two groups of respondents were analyzed by statistical packages for social science (SPSS) version 20. The findings were tested for their significance using percentage, mean score and t-test. According to the results from data analysis, the major findings were identified:

Practice of school leaders to manage disciplinary problems in secondary schools of south west shoa zone: principals should practice best means of advising and counseling to perform collaborative strategies to resolve disciplinary issues, give decision for the students itself to recognize and correct discipline, sending to PTA or other committees to create conducive school environment by strengthening school and community relationship, informing to the parent about the problem to awarding students for good behavior, and giving guidance and counseling and staff meetings have a safety and welfare segment where relevant issues can be discussed and decided for teaching stakeholders.

Challenges faced school leader in the management of disciplinary problem in secondary schools of south west shoa zone were identified as less academic background of the student,

refusing to obey order between staff and students in the school, teachers presentation and students understanding is not related in teaching and learning process, less economic background of Parents to improve students learning, unfulfilled school facility related to students serves , lack of parent follow-up, lack of regular discussion period on disciplinary problem, individual political ideology pressure in the school, inadequate training for the school leaders, less Students awareness of the rules, lack of Self-confidence and commitment of the school principal and school environment were among the factors that influencing discipline problems of students.

As it is evident from the data, frequently reflected disciplinary problems of students were: late coming, writing unnecessary things on (walls, desks and blackboard), failure to attend school meetings and labor education, jumping over fences and through other forbidden exits, not coming schools with necessary materials(students ID. Card, text book, uniform, etc.), more emphasizing on hair and dressing style rather than their education, physical attack on their teachers and talk while teaching learning is on progress. The relation between disciplinary problems and their degree of disruption is seen as follows:

There is a reasonable connection between frequency of disciplinary problems and the degree of their disruption of the teaching and learning process. According to the result of the study, disciplinary problems late coming, coming schools without the necessary materials (students ID. Card, textbooks, uniform, etc) and sleeping in class are highly disrupt teaching and learning in the zone.

The study also depicts damaging/destroying school property, jumping over fences and through other forbidden exits, worrying only about their dressing and hair style rather than their education, and physical attack on their teachers, school directors and supporting staff as disciplinary problems with moderate degree of disruption.

Disciplinary problems identified with low and very low degree of disruption were: drinking alcohol and coming school, failure to participate in school meeting and labor education, and fighting and physical attack on each other. The study further indicated that higher frequency does not necessarily imply higher degree of disruption.

As revealed by respondents in the study, several problems were present the home, teachers, the school environment and administration, the curriculum factors which in turn can be a factor for disciplinary problems of students. To be more specific:

With respect to home background of students, it was found out by the study that all items such as : Lack of family support, having many children, due to too restrictive discipline from parents, lack of love from family because of frequent conflicts, divorce, etc were causes for disciplinary problems through a minor ones.

As far as teacher related factors is concerned, the study indicated that lack of confidence of teachers, lack of competence, lack of sense of humor from teachers, and teachers being laissez-faire in class management were the minor causes for general secondary school students disciplinary problems. The only factor reported to have major cause impacts on general secondary school students disciplinary problems were not addressing students need according to their level of understanding, discouraging/hopeless students not to ask questions, poor method of instruction and failure to understand students' problems in general secondary schools in the zone.

With respect to school environment and administration related factors, the result of the study revealed that: inadequate guidance and counseling and/or its absence as a major cause for students disciplinary problems in the zone. It also revealed that students' lack of knowledge of school rules and regulations, lack of consistency/uniformity in taking disciplinary action, students' not creating awareness about school code of conduct even if it exists, and lack of school facilities such as: libraries, laboratories and comfortable class room as a minor causes.

The result of the study also depicted that respondents identified curriculum related factors such as: difficulty of the lesson and not addressing pupils' needs and interests as factors that had a minor impact on general secondary school students' disciplinary problems.

Finally, the study unveiled coping strategies prioritized by the respondents. Accordingly, the top-five coping strategies were: Improving methods of instruction and evaluation in each school, psychological punishments to inspiring students have good discipline, creating good advising and counseling methods to improve relationship and culture of cooperation between

teachers and school principals, identifying common disciplinary problem and finding strategies to solve it, and creating teachers and students' awareness on school rules and regulation were given priority or strongly identified as appropriate and effective coping strategies to resolve as well as to minimize and/or avoid disciplinary problems observed in general secondary school.

5.2. Conclusion

This study aimed at examining practices and challenges of school leader to manage students disciplinary problems, assessing factors that lead to the problem, the degree of disrupting teaching learning process and to forward effective coping mechanisms to minimize and /or avoid the problem observed in general secondary schools found in south west shoa zone.

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

1. Give decision for the student itself to solve its disciplinary problem by displaying what the school rule approximately. Principals should practice collaborative strategies to resolve disciplinary issues. Guidance and counseling are another preventive method that can be used to minimize students' indiscipline in schools, and working with parent more in disciplinary issues.
2. According to this study, the challenges that hinder leadership effectiveness to manage discipline problem in secondary schools of south west shoa zone can be identified as less academic background of the student, refusing to obey order between staff and students in the school, teachers presentation and students understanding is not related in teaching and learning process, less economic background of Parents to improve students learning, unfulfilled school facility related to students serves , lack of parent follow-up and regular discussion period on disciplinary problem, individual political ideology pressure in the school, inadequate training for the school leaders and less commitment of the school principal, and inappropriate school environment were among the factors that influencing students discipline problem.
3. Discipline of students in the classroom setting as well as elsewhere in the school compound is highly essential for the successful teaching-learning process. To this end, students are

expected to act and behave up to the expected degree of conformity and in line with the norms in the schools. However, as it is evident from the findings of the study, there were different types of disciplinary problems in general secondary schools found in Southwest Shoa Zone. Thus, it is possible to say teaching-learning process in the schools was hampered by the observed disciplinary problems.

4. With regard to home related factors, the findings in the study show that students with disciplinary problems were exposed to undesirable conditions at home. Regarding this, as indicated in the review of related literature as parental discipline and other aspects of child rearing can contribute to children emotional and behavioral problems. Hence, it is safe to conclude that students in general secondary schools in the zone were reflecting disciplinary problems partly because of their home life situation.

5. Finally, it is possible to infer from the findings of the study that creating good advising and counseling methods to improve relationship and culture of cooperation between teachers and school principals, identifying common disciplinary problem and finding strategies to solve it, and creating teachers and students' awareness on school rules and regulation, psychological punishments to inspiring students have good discipline, Improving methods of instruction and evaluation in each school, were given priority or strongly identified as appropriate and effective coping strategies to resolve as well as to minimize and/or avoid disciplinary problems observed in general secondary schools.

Contradicting the top-five strongly recommended coping strategies for the observed students disciplinary problems whereas using corporal punishment, building teachers competence, promoting self-control among students, and encouraging the co-curricular education coping mechanisms were considered as inappropriate strategies. In addition to this handling system of students disciplinary problem by school principals, teachers and discipline committee seemed to focus only on the corrective measures rather than preventive measures. These corrective measures alone do not bring desirable change on students' behavior.

5.3. Recommendations

Based on the findings and conclusions in the study, the following recommendations are forwarded.

1. The study showed that most secondary school leaders were under qualification. Thus, the MoE and Regional education Bureau need to design and work on to upgrade and update the qualifications of leaders and teachers. Woreda education bureau and other education sector should emphasize on the quality of teachers and school principals to minimize and/ or avoid the problem by giving more attention on the selection of teachers, more emphasizing on the curriculum given in higher institutions related with school, and short and long term trainings given on teaching- learning process in different levels.

2. School rules should be developed with in inputs from everyone who will be affected by them. Teachers and students inputs are especially important because their support is crucial to the success of school plans. Rules and the consequences of breaking them should be clearly specified and communicated to staff, students and parents by school leaders (school principals, supervisor, PTA, and WETB). Once school rules have been communicated fair and consistent enforcement helps maintain students respect for the schools discipline system. Consistency will be greater when fewer individuals are responsible for enforcement.

3. School leaders need to make school enjoyable and interesting for as many students as possible. In another words, creating warm school climate by discussing with their students and workers on different issues, by fulfilling different teaching-learning materials and having code of conduct in their school is an expected responsibility from school leaders. The principals and various head of department should be committed to ensure the classroom operation in a professional manner. Teacher provides lesson that are relevant and participatory, respects individual differences, provides a positive classroom environment, establishes high expectations for achievement and respects the rights of individuals.

4. Good school-parent communication should be created by the school leadership. Because this strengthens the home- schools cooperation. Schools administration should encourage parents to play their proper roles in parenting by ensuring that their children are disciplined.

Therefore, the parents, school management, and other staff of the school should join hand in hands in ensuring that a climate conducive to teaching and learning is prevalent in the schools.

5. School leaders should give decision for the student itself to solve its disciplinary problem by displaying what the school rule approximately. Late coming was one of the major causes for students' disruptive behavior as it was indicated in the findings of the study. Therefore, school principals and teachers have to cooperate to minimize and/or avoid the problem from their schools. Giving responsibility for students themselves in their classroom and in different clubs.

6. School management bodies should approach the problem of discipline with understanding for the possible problems the learners may be experiencing at home or at school that cause their poor behavior. This necessitates the services of a guidance and counselor in all schools. Moreover, moral punishment, rewards, praise and blame create room for reinforcement of positive performance which is the guideline for the irresponsibility of the students by all school leaders in the school.

7. As the findings of the study indicated, disruptive behaviors were observed partly because of adolescence and psychological problems. Thus in order to help students to adjust to new situations, the guidance and counseling services in such schools should be organized with necessary qualified professional person in the field in order to provide the services adequately by WEO.

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Appendix - A

Haramaya University
College of Education and Behavioral science
Department of Educational Planning and Management
Questionnaire

Dear School Respondents!

This questionnaire is prepared to collect data from School principals, Department heads, Unit leaders, Home room teachers, Disciplinary committee teacher who are leading and teaching in general secondary schools found in South West Shoa Zone. The purpose of the study is to assess “Practices and Challenges of School Leaders in Managing Student’s Disciplinary Problems“ which may negatively influence teaching- learning process in the zone and to forward different good practices, strategies to minimize the challenges, factors and solutions for solving the problem.

Taking this fact into consideration, you are kindly requested to provide fact and relevant data for the study. Please read each questions carefully before providing a response. The information given will be strictly confidential and used only for research purposes.

N.B: Dear Respondents! No need of writing your name!

Part I: Biographical Information

Direction1: Please put a right mark [√] to respond to the following questions.

1. Sex A. Male B. Female
2. Age A. Below and 30 years B. 30. 35years C. 35_40 years
 D. 40_45years E. 45 years and above
3. Your Academic Qualification A . MA/M.Sc B. BA/BSc/B.Ed C. Diploma
4. Your current position. A. School Principal B. Vice- principal C. Home room teacher D. Unit leader E. Disciplinary committee Department head
5. Years of service in your current position.
 Less than 5 years 5_10 year’s 10_15 years
 15_20 years 20_25 years above 25 years

Part II: Some assumptions to know the practice and challenge of school leaders to solve students' disciplinary problems in the schools.

Direction-II: Below are some assumptions which may express the current status of your school. Under these assumptions, indicate your agreement by making right mark [√].

Note: In the table, SA=strongly agree A=Agree UD=Undecided DA=Disagree SDA=strongly disagree

1	Practices of school leaders to solve students' disciplinary problems	Suggested options				
		SDA	DA	UD	A	SA
	A. Dismissal from classroom for a while					
	B. Sending to the social worker					
	C. Informing to the parents about the problems					
	D. Sending to the PTA or other committees					
	E. Applying what the rule and regulation says					
	F. Advising and counseling					
	G. Give decision for the student itself.					
2.	Challenges of school leaders to solve students' disciplinary problems					
	Teacher's presentation and students understandings do not match.					
	Negative attitude between students with academic competition.					
	Misunderstanding between parent and students about education.					
	Refusing to obey order between staff worker and students in the school					
	Misbehavior of the students related with Social background					
	Less economic background of parent to improve students' performance.					
	Enthusiasm the student Applying individual Political ideology in the school.					
	Less academic background related with students					
	Unfulfilled School facility related with student serves					

3. Suggested commonly observed & current status of students Disciplinary Problems

Direction III: The following are the suggested students' disciplinary problems seen in your school. Put a right mark [√] to show your agreement on how **frequently** the problem occurs and to what **degree** it disrupts teaching-learning process.

Note: 5=Very high 4=High 3=Medium 2=Low 1=Very low

No	Suggested student disciplinary problems in the school.	The degree of disrupting teaching learning process				
		1	2	3	4	5
1	Writing unnecessary things on walls, desks and blackboard.					
2	Damaging/destroying school property					
3	Late coming					
4	Failure to participate in school students meeting and labor education.					
5	Jumping over fences and through other forbidden exits.					
6	Coming schools without students ID. Card and fighting with guards.					
7	Worrying only about their dressing and hair style rather than their education.					
8	Fighting and physical attack on each other.					
9	Drinking alcohol and coming school.					
10	Physical attack on their teachers, school directors and supporting staff.					
11	Escaping from school before the day ends					
12	Refusing to obey orders					
13	Forcing clever students to get answers on exams, tests, class work, etc.					
14	Insulting their teachers by writing their name in different places					

4. Suggested factors of Students Disciplinary problems

Direction IV: Below are factors assumed to be the causes of students' disciplinary problems.

Show your agreement by putting a right mark [√] under the given options.

Note: In the table, SDA=Strongly Disagree DA=Disagree UD=Undecided A=Agree

SA=Strongly Agree

No	Factors assumed to be the Students Disciplinary problems	Suggested options				
		SDA	DA	UD	A	SA
	Home Related Factors					
1	Lack of family support					
2	Having many children.					
3	lack of love from family because of frequent conflicts, divorce, etc.					
4	Due to too restrictive discipline from parents.					
	Teachers Related Problems					
5	Discouraging/hopeless students not to ask questions.					
6	Failure to understand students problem					
7	Teachers being laissez-faire in class management.					
8	Lack of competence					
9	Not addressing students according to their level of understanding.					
10	Lack of confidence of teachers.					
11	Lack of sense of humor from teachers.					
12	Poor method of instruction					
	School Environment and Administration					
13	Students lack of knowledge of school rules and regulations.					
14	Lack of consistency/uniformity in taking disciplinary action.					
15	Lack of school facilities such as: libraries, laboratories and comfortable class room.					
	curriculum					
16	Not addressing pupils' needs and interests.					
17	Difficulty of the lesson.					

5. Assumed Strategies to overcome the disciplinary problems

Direction V: The following coping strategies are supposed to minimize students' disciplinary problems and ultimately create a better learning- teaching environment. With this concept in mind, indicate their rank by making right mark or [√] under their respective options.

Note: In the table, SDA=Strongly Disagree DA=Disagree UD=Undecided A=Agree SA=Strongly Agree

No	Assumed Coping possible strategies	Suggested options				
		SDA	DA	UD	A	SA
1	Improving method of instruction and evaluation in the school					
2	Creating teachers and students awareness on school rules and regulation					
3	Taking more time for advising and counseling disruptive students					
4	Encouraging students to have good discipline					
5	Promoting self-control among students					
6	Identifying common disciplinary problems and finding strategies to solve it					
7	Using Corporal punishment					
8	Psychological punishments like: reducing marks, humiliating/shameful students in front of their colleagues, suspending or expelling from school, etc.					
9	Engaging students in labor work					
10	Encouraging co-curricular education in the school					
11	Having professional guidance and counseling in the school.					
12	Promoting Civic and Ethical Education play its role in the school.					
13	Working with parents more in disciplinary case.					

6. Please write your suggestions What Ministry of Education and other stakeholders should do to enable the practices and success of school leaders to overcome the student's disciplinary problems?

7. In your opinion, what are the effective practices of school leaders to solve student's disciplinary problems in your school?

8. In your opinion, what are the effective means of correcting students' discipline problem expected from school leaders or other school administrators?

Thank You in Advanced For Your Cooperation!!!

Appendix - B

Haramaya University
College of Education and Behavioral science
Department of Educational Planning and Management

Interview guide

Dear Respondents!

This interview is prepared to collect data from School supervisor / WEO head person /PTA chair person who are leading in general secondary schools found in South West Shoa Zone at top level. The purpose of this interview is to collect data from leading school at the top level to conduct the research regarding on the “Practices and Challenges of School Leaders in Managing Student’s Disciplinary Problems “in southwest shoa zone. You are kindly requested to response in an accurate and sincere manner. This will enhance the trust worthiness of the work, which may negatively influence teaching- learning process in the zone and to forward different good practices, strategies to minimize the challenges, factors and solutions for solving the problem.

Your genuine cooperation is essential for the success of this study. I request your willingness to complete this interview. Your response will be kept confidential and will be used for the purpose of this study alone. Taking this fact into consideration, you are kindly requested to provide fact and relevant data for the study. Please follow and understand each question carefully before providing a response. The information given will be strictly top secrete and used only for research purposes.

**Thank you in advance for gives this interview
voluntarily!**

