

**ROLES OF SCHOOL PRINCIPALS IN MANAGING STUDENTS' DISCIPLINARY
PROBLEMS IN SECONDARY SCHOOLS OF KEBRIDAHAR CITY, SOMALI
NATIONAL REGIONAL STATE**

MA THESIS

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Haramaya University, Haramaya

**Roles of School Principals in Managing Students' Disciplinary Problems in
Secondary Schools of Kebridahar City, Somali National Regional State**

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MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT**

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We here by certify that, we have read and evaluated this thesis entitled “Roles of School Principals in Managing Students’ Disciplinary Problems in Secondary Schools in Kebridahar City, Somali National Regional State” prepared under our guidance by Abdullahi Sheikh Mohamed . We recommended that it be submitted as fulfilling the thesis requirement.

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DEDICATION

I dedicate this thesis manuscript to my beloved family for their very wish and encouragement in all dimensions of my future career.

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 completion of this thesis. Any scholar matter that included in the thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The author was born on June 10, 1995 in East Liban Zone, Dolo Addo District, Somali Regional State. When he was eight, he joined Dolo Addo primary school in 2003 and attended primary school for 6 years and completed primary Education in Dolo Addo School in 2010. As he completed primary Education, he joined Dolo Addo Secondary School from 2011-2014 and completed secondary school in Dolo Addo in 2014. In 2015, he joined Haramaya University, College of Education and Behavioral Sciences, Department of Educational Planning and Management at regular program and graduated by Bachelor of Arts Degree in Educational Planning and Management in 2017. After graduation, he directly joined Kebridahar College of Teacher's Education as instructor and after that he joined and became one of the Kebridahar University staff and in 2021 he joined the Postgraduate Program for MA program in Educational Leadership and Management at Haramaya University in regular program.

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ACRONYMS AND ABBREVIATION

EFA	Education for All
GER	Gross Enrollment Rate
MOE	Ministry of Education
PTA	Parent Teachers Association
REB	Regional Education Bureau
SLSP	School Learning Support Program
UN	United Nation
UNESCO	United Nation's Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for Interventional Development
WEO	Woreda Education Office

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Roles of School Principals in Managing Students' Disciplinary Problems in Secondary Schools of Kebridahar City, Somali National Regional State

Abdullahi Sheikh Mohamed

ABSTRACT

The main purpose of this study was to assess the roles of School Principals in Managing Students' Disciplinary Problems in Secondary Schools of Kebridahar City, Somali National Regional State. To conduct this study, descriptive survey research design was employed. A total of 182 respondents (135 students, 41 teachers, 2 principals, 2 vice principals, and 2 supervisors) were included in the study. The principals, vice-principals, and supervisors were selected using availability sampling while the students and teachers respondents were selected using simple random sampling techniques. The data were gathered through questionnaire and interview. Data gathered through questionnaire were analyzed using percentage, frequency, rank, mean, and standard deviation. Data obtained through interview and open-ended was qualitatively analyzed. Findings from the data analysis revealed that teachers and students were with moderate level of satisfaction about the student's disciplinary problem. The study showed that absence of community involvement and shortage of resources such as textbooks, desks, teaching materials, libraries and classrooms is ranked first by students and teachers respectively. Regarding the role of school leaders, the study showed that, school leaders becoming a model in every aspect for student and other staff, serving as counselor and works towards disciplinary problem. In addition, the study showed that there is negative perception towards students' level of satisfaction and their participation in school activities. Sharing of responsibility, creating favorable condition and facilitating smooth communication amongst school leaders, students and teachers were some of the possible strategies for solving student's disciplinary problems. On the basis of these major findings, the following conclusion and recommendations were made. Both internal and external to the school setting influence the ability and willingness of school principals to be involved in school related activities and they widen the gap between policy and implementation. Zonal education office in collaboration with woreda education office should provide short and long term training regarding cause and consequence of student's disciplinary problems in the form of workshops and seminars. School leaders should work more on empowering, capacitating and creating opportunity for all teachers so that teachers are fully involved in approaching and solving student's disciplinary problems.

1. INTRODUCTION

In this introductory section, the researcher basically discussed the background of the study, the statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, and operational definition of terms.

1.1. Background of the Study

The backbone of development in any country in the world is education. Education occupies a unique position in the total life of a nation. No nation can develop beyond its education. Education is a fundamental human right. There is an increasing awareness of education as a human right and consequently, a demand to provide education and values accumulated over the years, in his struggle for survival and development, through generations (MoE, 2001). Education is key of roles to creating well-equipped and competent citizens for the social, cultural, economic, and political development of a nation. To achieve these goals, it should meet the quality standards in line with access and coverage (Hightower *et al*, 2011).

A school has to do over students. Further, discipline is linked with both the culture and climate of the school. Thus, for a satisfactory climate to exist within the school, a certain level of discipline must exist. In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to better schools because those who well behave usually perform but their transfer can affect the overall performance of that school (Barrel, 1995).

The troublesome students can sometimes make teachers react emotionally to the extent of using punishment. But, punishment instead of curbing behavior, aggravates it. Punishment does not discourage misbehavior, but rather reinforces the pupils' view of adults as treacherous (McManus, 1995). The suggestion about students' discipline has been a major concern to parents and those in the school community who suggest that disciplinary strategies be applied by teachers and that rapport be created between students and teachers as a systematic way to solve problems (Rigby, 2000).

Discipline in school organization includes any rational approach used by teachers to overcome problems of the school environment. To bring about the effective discipline of students, the school should set formalities, and a set of rules to guide the conduct of

students (McIntyre and Silvia, 1992). In the school system, discipline is necessary for effective management. The goals of tasks should involve the measurement and correction of the performance of subordinates to make sure that the objectives of the academic industry and plans desired to attain them are accomplished. Apart from imparting knowledge and facilitating student learning, teachers are expected to maintain security and order in their classrooms (Bogdan, 2004).

In a school where discipline is a serious problem, students' discipline is a part of socialization with a recent increase in school enrollment. Students' discipline problems are bound to accentuate and cause more burdens on teachers and school administrators; students' indiscipline has plagued schools leading to serious unrest. It is observed that students resort to unconstitutional measures in challenging their grievances and it is not unusual that schools have been blamed for the awkward and uncivilized behavior demonstrated by the students. This situation has been a major concern to parents and those in the school community who suggest that strategies be applied by teachers and that rapport be created between students and teachers as a systematic way to solving the problems (Delta State University, 2010).

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, and discrimination. To achieve this, all schools should maintain high standards of students' behavior. There may be cases of unacceptable behavior where it was be in the best interests of the school community and the students involve, for the student to be removed from the school for some time or complete suspension and expulsion are the options available to the principal. Parents should not be asked to keep students at home without formal imposition unless this is for the remainder of a school day as a part of an approved program for personalized learning and support (Rigby, 2000).

All school organizations are into being when there are students who are to interact with each other and who are prepared to put force and a unified effort in pursuit of a common goal. When Students interact with one another; it is natural for disciplinary problems to occur. A disciplinary problem in school organizations has been a common phenomenon for a long period. It receives a different degree of emphasis from social scientists, economists, political scientists, anthropologists, and psychologists. School principal management

scholars was be interested in studying disciplinary problems in school organizations in recent times (Rahim, 1996).

Therefore, as long as there are interactions in school organization and discipline problem is unavoidable, effective management is essential and school principals or educational leaders expected to know the factors that create discipline problems and possible means of handling them for the smooth operation of schools. To this end, the researcher tire to determine selected secondary schools in the Kebridahar town administration.

1.2. Statement of the Problem

Discipline is to guide the learners' behavioral practices. A number of researchers such as Vertigo and Glenn (2002), Chen (2008), and Schoonover (2009) asserted that guidelines related to discipline such as the suspension of students are not able to shift children from bad habits (Nichols, 2004).

A study conducted in USA revealed that the growing problem of discipline for students necessitates new policies to be adopted by the government, school administration, teachers, parents and the entire community (Wayson & Pinnel, 1994).

In Nigeria, Oni (2009) noted that a school is where children are socialized and got positive morals values. His study, suggested an overall discipline in the entire education sector. In ligh with the above considerations, the lack of discipline has been motioned as the greatest impediment to the performance of secondary students in Nigeria. According to Olaitan, et al (2013), the secondary school environment is merely disturbing owing to the student adolescent status coincided with their biological evolution.

These include personal affairs, self-determination, independence, freedom of speech and expression.

In Kenya, a study carried out by Simatwa (2012) on discipline in secondary schools postulated that mechanisms such as corporal punishments, suspension, thrushing, imprisonment among others were employed to ensure sustainability in the students' behavior at school. In his study, Haruni (2011) reported the case of Tanzania in respect to discipline of students and he reported that Tanzanian schools had feeble mechanisms of taming students which led to the rise of indiscipline cases among students.

It is well known that schools are mission centers for the teaching and learning process. In the process of learning and teaching, there is always a day-to-day interaction to realize educational objectives. When the student interacts with one another it is natural for disciplinary problems to occur. Hence, it is possible to say that students' disciplinary problems exist in situations where students with different views and interests interact with one another and unless properly handle, such disciplinary problems can negatively affect the realizations of intended objectives (Ayalew, 2000).

Researchers such as Fikru (1993), and Gonie (1998) have indicated that discipline problems are realized in Ethiopian schools. In line with these findings, Fikru (1993) based on the ministry of education reports identify the following major discipline problems creating factors: the imposition of corporal punishment, suspension & exclusion, and some civil rights. Nowadays, it is common to hear of the existence of student disciplinary problems among teachers, students & school principals. The basic aims of the roles of school principals are to ensure that effective teaching & quality learning takes place in school settings. Thus, school principal tasks are undertaken by those who the school must contribute to this aim. One whose tasks relate to managing students' disciplinary problems that surface in the course of running the school. Unless learning is to deal with disciplinary problems, it is impossible to get a smooth and progressive school (Wasiam, 1999).

According to Yodit et al. (2007) findings concerning the roles of school principals in managing students' disciplinary problems, the research team hopes that increasing awareness of the need to be involved in school, and the positive consequences of that involvement, would lead to community members to become more actively engage in other sectors for the benefit of their own community's development. In short, from fully exploring this idea in many schools, community members was be exhibiting signs of greater involvement in the community.

Increasing community participation in students' disciplinary problems might not immediately translate into increased quality in the classroom. A lack of parental and community involvement in school was not serve a school well. Outcomes of the above study indicate that the participation of school and community in the secondary schools had a positive impact, but the study did not talk about the roles of school principals in managing students' disciplinary problems sustainability, and the problems face during the

program implementation (Yodit, 2007). This research indicates that it has a gap, the research study was be different from Yodit's study: the study was attempt to fill the research gap, the strategies of school principals, the roles of school principals, and how the school principals help in managing students disciplinary problems and what factors hinder the roles of participation those school principals in school matters, the present study was conduct to examine the current roles of school principals in managing students disciplinary problems in the secondary schools of Kebridahar town administration.

Discipline problems had so existed and disciplinary methods employees have changed over the years. The disciplinary power of the teacher is proved by the very fact of its exercise, and it is the basic necessity in every society whose members it guides to their end by providing them with the rule of action. Different researchers show that discipline has become a major problem in educational management (Delta State University, 2010).

In light of state problems, therefore, the major purpose of this study is to investigate the roles of school principals in managing students' disciplinary problems in secondary schools of Kebridahar town administration. Efforts was also be made to examine what strategies are employed by principals in managing student discipline problems in secondary schools. Finally, an attempt was be made to assess the general view on the concept of discipline problems.

1.3. Basic Research Questions

The research was guided by the following basic questions:

1. What are the major students' discipline problems observed at the secondary school of Kebridahar town administration?
2. What are the major factors that hamper school principals' roles in managing students' disciplinary problems in the study area?
3. What strategies do school principals use to manage student disciplinary problems in the study area?
4. To what extent are school principals playing their roles in enabling the community to participate in managing students' discipline problems in the study area?

1.4. Objectives of the Study

The description of the main objective and specific objectives are stated hereunder.

1.4.1. General Objectives

The main purpose of this study was to determine the roles of school principals in managing student disciplinary problems in secondary schools of Kebridahar town administration.

1.4.2. Specific Objectives

The Specific objectives of this study are to:

1. Identify the major students' disciplinary problems observed in secondary schools of Kebridahar town administration.
2. Identify the major factors that hamper school principals in managing students' disciplinary problems in secondary schools of Kebridahar town administration
3. Distinguish the strategies used by principals in managing students' disciplinary problems in secondary schools of Kebridahar town administration.
4. Assess the extent to which principals are playing their roles to enable the community to participate in managing students' disciplinary problems of Kebridahar Town Administration

1.5. Significance of the Study

The findings of the research might help school principals, teachers, students, parents, and other educational experts, at the regional, Woreda, and school levels to realize the severity of students' disciplinary problems and take corrective action. The study may help the Kebridahar town administration education office to get valuable information on the existing practice of the roles of school principals & community participation in the secondary schools and during the implementation of the teaching-learning program. It may help to develop career development of researcher. It also helps them to take corrective measures and point out factors to fill the gap that students' disciplinary problems and it helps parent-teacher association members (PTA), school principals, and students to promote sustainable community participation in the secondary schools.

Finally, the study may help the secondary school community by providing the opportunity

for widening knowledge about the roles of school principals in managing students' disciplinary problems in the secondary schools of Kebridahar town administration through strong community participation. Hopefully, the findings was initiate other researchers to conduct further studies on the issue in the future.

1.6. Delimitation of the Study

The study was delimited to secondary schools of kebridahar city, somali national regional state. It was delimited to two selected secondary schools. The subject of the study were principals, vice principals, supervisors, students and teachers. Because, the researcher consider them as they have more information about the student's disciplinary problems in their school. The study merely focused on variables such as, principal's role, perception, challenges and possible strategies of students disciplinary Problems. To make the study more manageable, frequency, percentage, mean standard deviation and rank was used. Questionnaire and interview were used as an instrument of data collection. In relation to sampling techniques, availability sampling techniques was employed for principals, vice principals, and supervisors whereas simple random sampling techniques was employed for teachers and students.

1.7. Definitions of Terms

School Discipline: refers to rules and regulations of the children & the maintenance of order in Schools.

School Principals: refer to school personnel who are supposed to manage educational institutions at School.

Secondary School: is a 4 years duration of teaching and learning that ranges from grades 9 to 12.

Student Suspension: refers to the removal of a student from a school for a period of it by the principal

2. REVIEW OF RELATED LITERATURE

This section deals with related literature and incorporate sub topics such as the concept and definition of school disciplinary problems, objectives of student discipline, causes of student disciplinary problems, and types of student disciplinary problems. Rules and regulations of student discipline, procedures of handling students' disciplinary problems, the roles of school principals in managing students' disciplinary problems, challenges of managing students' discipline, and the participation of stakeholders.

2.1. The Roles of School Principals towards Students on Disciplinary Problems

Examining the roles of school principals' perception of managing including their stakeholders in the planning and monitoring process is the first and the most important step in managing students' disciplinary problems. A Process of understanding the roles of school principals' perspectives and including them in the development, implementation, and assessment of an empowering and inclusive process of engaging school principals may be a promising way of addressing the frequently weak link among school principals, teachers, and PTA members. By creating two-way communication between more central and more local levels that simultaneously informs mobilize policies that promote in managing students' disciplinary problems (MOE, 2006).

According to Ebsa (2011), the major stakeholders in education are supervisors, teachers, students, and PTA members. Success or failure of the students' disciplinary problems depends on the interaction of these four groups and the changing roles they play. Importantly, it is the interactions of the students with the teacher in the context of the school and the community and with the parent and the family in the context of the home and the community that determine the outcomes creating the kind of cultural change necessary to sustain a post-authoritarian society (Watson and Regeluth, 2008)

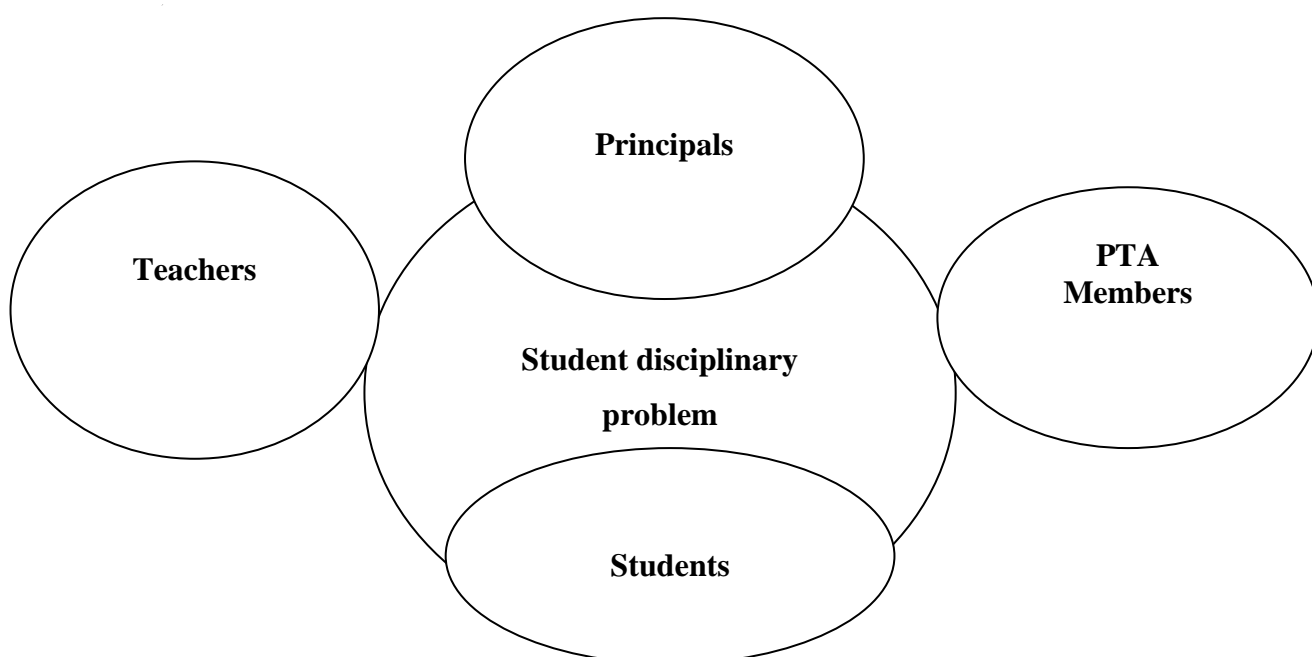


Figure 1: School principals' interactions with their stakeholders (MoE, 2001)

Parents are usually the first and the most influential teachers to students' disciplinary problems. Because of their vital roles, parents must stay involved in their children's lives, both at home and at school. The PTA members have the right to the efficiency of the teachers and appropriate attendance of the students and extend the necessary support in this regard. They can take the necessary measure against those teachers' educational professionals who do not discharge their duties properly and set a bad example. Students' discipline cannot succeed without the support of their parents and community participation (MoE, 1994).

It is well known that the roles of school principals are one of the most important factors contributing to the success of disciplinary problems in the school. Administrative and educational leaders have important leadership roles to play in discipline problems. It is therefore essential for the school principal to develop good relations, especially with parents (Short and Gere, 2002). Students are the most important of the school the overall responsibility of ensuring the school offers guidance and counseling serves to indiscipline children lies squarely with the school principals. One of the ministries of education states

that to shape citizens within the all-round personality, with a positive outlook a development, citizens that can get their human and democratic rights respect and that in turn, respect their rights of the others (MoE, 2006).

According to Compel (1993), the major school principals and their stakeholders in education (supervisors, teachers, students, and PTA members). The successes or failure of the students' disciplinary problems process on the interaction of these four groups and the changing roles they play. Most importantly, it is the interactions of the students with the teacher in the contexts of the school and the community and with the family in the context of the home. Such relationships among the school principals are pivotal in creating the kind of cultural change necessary to sustain a post-authoritarian society. These determine the results of the students in managing disciplinary problems and corrective measures.

2.2. Understanding the Concept of Student Discipline

Discipline is concerned with the establishment and maintenance of order and harmonious functioning of society. A school is also a society one of the small scale and discipline within the school serves the purpose of ensuring that the teaching-learning process can take place smoothly. Within this, the rights of the individual and all members of the school society are protected (Delta State University, 2010).

Student discipline prerequisite to almost everything a school has to offer students (Seller and Kornberg, 2002). Seller and Kornberg further link discipline with both the culture and climate of the school thus, "orders of satisfactory climate to exist within school ascertain the level of discipline must exist". In schools was discipline is a serious problem, for example, where students bully others, parents can transfer their children to better schools. Because the well behaves usually perform well, their transfer can affect the overall performance of that school. Troublesome students can sometimes make teachers make react emotionally to the extent of using punishment, but punishment instead of curbing behavior can aggravate it (Drinkers et al., 1998).

In the words of McManus (1995), punishment does not discourage misbehavior but rather reinforces the pupils' view of adults as treacherous. Child discipline is a part of socialization. With when a recent increase in the school environment student discipline problems is bound to accentuate causing more burdens on teachers and school

administrators. Student indiscipline has plagued schools leading to serious unrest. It is observed that students resort to unconstitutional measures in channeling their grievance that schools have been blamed for the awkward uncivilized behavior demonstrated by the students (Delta State University, 2010).

School discipline refers to the regulation of children and maintenance of order in schools. Discipline refers to systematic instruction given to discipline a student (Reyes, 2006). The roles of Students' disciplinary problems in dealing with carefully and consistently implemented. Often some disciplinary problems of students are to be solved by parents or their assistants. In rare cases, disciplinary problems of students may be serious enough to involve parents or the school administration committee (MoE, 2001).

2.3. Objectives of Student Discipline

School discipline is an essential element of a school Principal. This is because discipline is a mode of life following laid down rules of the society to which all members must conform and the violation of which is questionable and also discipline. It is seen as the process of training that fosters growth and development (Imaguezor, 1997).

The aim of discipline is, therefore, to help the individual to be well adjusted, happy, and useful to this society. The doctrine of school discipline according to Note (1980) and Barrel (1978) is based on the concept of the in-loco parent, which allows school authorities full responsibility for children's upbringing and the right to discipline and control. In effect, teachers share the right to punish the student who contravenes school laws. In the school system, discipline is necessary for effective management of the goals of the school are to be accomplished (Rigby, 2000).

It is an element of managerial tasks that involves the management and correction of the performance of subordinates to make sure those objectives of the academic industry and plane desire to attain them are accomplished. Discipline in school organization includes any rational approach used by teachers to overcome the problem of the school environment. To bring about the effective discipline of students, the school formalities a set of rules to guide the conduct of students (Delta State University, 2010). It is also necessary to develop approaches to ensure opportunities for students' discipline problems in secondary education and continue to learn and promote students' discipline problems

and learning friendly-environments in schools and the development of programs and mechanisms to support and sustain them at secondary schools (UNICEF, 2006). Promote the empowerment of families and communities to help fulfill the right of students' disciplinary problems to education and to facilitate their involvement in the planning and management of secondary schools and enhance mutually supportive linkages between secondary schools and other programs (USAID/GEQUIP2, 2006).

2.4. Types of Student Disciplinary Problems

In maintaining student discipline, it is very important to use a positive approach and achieve cooperation from the student so that self-discipline may develop authoritative force often tends to develop negative attitudes, resistance, and eventually rebellion. It is important to comprise and develop workable standards for both the students and the school to maintain good student discipline. The types of student disciplinary problems can be truancy- continuing unexcused missing class fully or partially (MoE, 2006). Most of the above causes are personal, school, home, and community-related. As schools cannot remove all these causes, they must take the initiative and provide the principal to bring together and gain the cooperation of teacher's students, parents, the community, and other concerned bodies to treat the causes of poor discipline in the school (Bogdan, 2004)

In the case of student discipline, parents and community members are the best people to judge whether or not strategies use by the school to support parent involvement are successful schools seeking to assess their involvement with parents and the school community and look towards continuous improvement at all times (SLSP, 2010). Scholars and researchers generally are in a gleeman that the school variables, which include teacher administration, perform a critical role in educational achievement than other variables. The important role of the teachers in learning is unquestionable. Teachers have a lot of influence on indiscipline students and their classroom practices (Patrick, 2005).

2.5. Cause of Student Discipline Problems

According to MoE (2001), some of the factors that cause poor discipline include emotional and social factors, lack of motivation, lack of interest in the subject matter, poor presentation of teachers, the conflict between student behavior and teachers' expectations, peer conflict, a conflict between parent and children, personal problem, malnutrition or

physical and health problems, inferiority complex and feeling of incompetence, lack of sympathy love or understanding, poor study habits and trill in disciplinary as well as, racial, religious, personal and cultural difference.

Overcrowded classrooms, most of the above causes are personal, school, home, and community relate as school cannot remove all these causes. They must take initiative and provide leadership to bring together and gain the cooperation of teachers, students, parents, the community, and other concerned bodies to treat the causes of poor discipline in schools. It is doubtful where attendance is carefully recorded in Ethiopia schools. However, the impression to that there is a severe problem of non-attendance of students (MoE, 2001).

These factors can be broadly categorized into three factors related to First, the school and the teacher's poor instruction, inadequate preparation, and ill presentation. Teachers' use of punishments and fair judgment treats a bad way, for example, friendly sarcasm, poor teacher-pupil response and differences between teacher expectations, negative attitude of teachers and lack of favoritisms and use of deviant labels by the teacher and lack of counseling by the teacher. Overcrowded classrooms and inappropriate curricula that means in an appropriate assignment. Second, home, peer group and social context, unfavorable family background, low economy

poverty, malnutrition, physical and health problems, parent separation and family disintegration, lack of family support and negative peer group influence, child abuse, parent expectation of failure, negative attitude of parents, use of the negative label of parents, lack of parents emotion support and lack of sympathy, love, and understanding, racial, religious, personal or culture are difference, negative peer group attitude and behavior and aggravation by a peer, conflict by peer and parents. Third, the student him/herself personality and generic makeup. Emotional disorders/temperamental disorders and physical and health problems, drug or alcohol abuse violence, thrill in disciplinary negative attitudes to teachers' immaturity distractibility (MoE, 2006). It is felt thus student behavior, particularly in big towns have become difficult and parental control is also admonishing. Teachers are after heard complaining about poor discipline in a classroom that reduces the effectiveness of their teaching (Ki nard, 1988).

Discipline problems may take various forms and manifest them at various levels example, distinguishes three types of discipline problems, first discipline problems may occur within an individual hence, an interpersonal discipline problem. the situation that gives rise to such discipline problems are many, the range from discipline problems need frustrating situations, and failing to achieve goals, second discipline problems may occur among individuals who are brought to gather in the school compound or elsewhere. Confrontations with individuals limit resources. Such a discipline problem is often termed an interpersonal discipline problem. Thirdly, discipline problems may occur at the levels of groups. There are several situations where groups have to compare limited resources personnel and equipment, or where communication difficulties occur groups may also experience confrontations because they promote different interests and goals.

2.6. Rules and Regulations of Students' Discipline

The rights of the individuals and all members of the school society are protected. In Ethiopia, most schools have a set of rules which act as possible and school be reasonable. Moreover, pupils' schools are involved in drawing up school rules (Yodit, 2007). When properly apply discipline in student personnel administration entails the act of power of directing because of securing order and control through the exercise of authority, guidance, suggestion, restraint, or regulations. The maintenance of this kind of discipline in the school is said to be among the major responsibilities of the school principal and that of the teachers. In dealing with disciplinary matters of students' rules and regulations of the school have to be carefully and consistently implemented. Often, some disciplinary problems of students are to be solved by teachers, and some cases would be reported to be principal or his assistants. In rare cases, disciplinary problems of students may be serious enough to involve parents or the school administration committee. It is useful to encourage students (MoE, 2001).

School discipline refers to the regulation of children and the maintenance of order (rules) in schools crate ethics. These rules may, for example, define the expected standards of clothing, timekeeping, and social behavior, and the term may be applied to the punishment which is the consequence of the transgression of the code behavior. For this reason, the usage of school discipline sometimes means the administration of punishment, rather than behaving within the school rules (Delta State University, 2010). All students and staff have

the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, and discrimination to achieve this all schools was maintain high standards of student behavior (Delta State University, 2010). There was be cases of unacceptable behavior where it was be in the best interests of the school community and the student communities involve for the student to be removed from the school for some time or completely. Suspension and expulsion are the options available to the principal in these situations in such cases of unacceptable behavior (SDGS, 2014).

Collaboration between school staff, students, and parents is an important feature of discipline in government schools. All should be fully aware of the suspension and expulsion procedures and their place in the context of that school's student welfare and discipline policies. In implementing these procedures, the principles must ensure that no student discriminates against on the following grounds. These are race, color, nationality descent, ethnicity, religion, sex, maritalStatus, disability including HIV/AIDS. The principle must also ensure that the implementation of these procedures takes into account factors such as the age; individual needs any disability and the developmental level of students (Wallace Foundation, 2008).

2.6.1. Policy Statement of Student Discipline Problems in Secondary Schools.

One of the objectives of education and training policy that brings up citizens who can take care of and utilize resources wisely, who are trained in various schools, by raising the private and social benefits of education. Actions on policy development at the national level indicate that: how common is corporal punishment in the school? , how is the policy concerning punishment being dealt with in the school today? How can this be improved for this area in the context of democratizing the school? These need more attention for this purpose. The regional states play pivotal roles in enabling to achieve. The overarching policy statements are students' problems in government schools and this policy provides an overview of the government's expectations for learning environments in the public school system student welfare policy (MoE, 1994). This includes effective learning and teaching, a positive climate, good discipline, community participation, and responsibilities of school personnel and the regional bureau (MoE, 2001).

Suspension is not intended as punishment. It is only one strategy for managing appropriate behavior within a school's student welfare and discipline policies. The suspension also

allows time for school personnel to plan appropriate support for the student to assist with successful re-entry (Nakpodia, 2007). This may be including access to appropriate support staff such as an aboriginal community liaison officer or learning and support teacher. Principals have authority, consistent with the provision of these procedures and associate documents, to suspend or expel a student from their school. The principles of procedural fairness are fundamental to the implementation of these procedures. Procedural fairness is generally recognized as having two essential elements. These are the right to be heard, and the right of the person to a fair impartial decision. In matters involving child protection issues, principals should refer to the protecting and supporting children and young people policy and be guided by advice provided by family and community services (Wallace Foundation, 2008).

School discipline refers to regulations of children and the maintenance of order (rules) in schools. This rule may for example; define the expected students of clothing, timekeeping, social behaviors, and work ethics. The term may apply to the punishment which is the consequence of the transgression of the code of behavior. For this reason, the usage of school discipline sometimes means the administration of punishment rather than behaving within the school rules (delta state university, 2010). Student personnel in the government education system in Ethiopia administrate under the MoE's student discipline or regulations. All the students in the government education system in Ethiopia have been administrated under the country's student services regulations here we shall briefly look at the main student services regulations that also apply to school students. The policies and school regulations are selected and summarized by educational organization administration of community participation and guidance of finance (MoE, 2001).

Right and duties of students in the process of creating good citizens in school students should obey the rules and regulations must clear for the school as a whole. Therefore, a student must obey the following rules and regulations of the school and was have the following rights. the students have the right to learn, ask questions, and get the right reply to use all school's facilitation, to ask and know about the school rules and regulations, to have good relations with teachers and get support from the teachers and evaluate teachers as well as to participate in all school activities (MoE, 1994).

Students are obliged to come to school according to the school program and not to be absent during school time, participate in all activities in the school and outside the school, accept and put into practice the directions and support of the school administration, and respect the right of the girls, look after all the school properties, respect teachers and workers of the school and their mates, be ready to serve the school and the community, work for common goals and development of their country, kept the school neatness of the school compound, wear school uniform during school time and keep them tidy, come to school in time and be honest to the school and the community (MoE, 2006).

2.7. Procedures for Handling Students' Disciplinary Problems

The roles of school principals must convene a suspension resolution meeting of personnel involved in the welfare guidance of the student including the parents to discuss the basis on which the suspension was be involved.

2.7.1. General Principles of Student's Disciplinary Problems

One of the principles of education and training policy states that collaboration among school staff, students, and parents are an important feature of student discipline in government schools. All should be fully aware of the suspension and expulsion producers and their place in the context of the school student's welfare and discipline policies in implementing these procedures. The principal must ensure that no student is discriminated, against on any of the following grounds those are: race, color, nationality descent, national origins, sex, marital statutes, sexuality, gender, and age (MoE, 1994).

In determining whether a student misbehavior is serious enough to warrant, suspension the principle was consider the safety, care and welfare of the students and before the suspension is impose with exception of the causes outline in 6.1.4 or other serious instances of misbehavior that impact on the safety or welfare of students or staff the principal was: ensure that appropriate personalize learning and support strategic and discipline options have been apply and documented, ensure that appropriate support personnel available within the school system and externally have been involve, ensure that discussion has occurred with the students and parents regarding specific misbehavior which the school considers unacceptable and which may lead to suspension, develop in conjunction with the school learning support team or appropriate school or departmental

personnel, specific personalized learning support, to assist the student do manage inappropriate behavior and provide formal written caution dealing inappropriate behaviors, as well as clear expectations of what is required of the student in future and record all action taken (SDGS, 2014).

7.2 .2. Handling Students' Discipline Problems.

The first thing school principals must consider in a disciplinary problems situation is whether the disciplinary problem is of potential benefit to the school organization or not. According to Owens (1998), frequent and powerful disciplinary problems can have a devastating effect on school organizations. Such disciplinary problems result in physical and psychological withdrawal and are a widely occurring phenomenon in schools that is often written off as laziness on the part of students who have been spoiled by soft administration practices. Effective handling of students' disciplinary problems can lead to outcomes in the health of the school organization. Ineffective management of students' disciplinary problems, on the other hand, can frequently create a climate that exacerbates the situation and is likely to develop a downward spiral of mounting organizational climate, and destructiveness as again suggested by Owens (1998). According to him, a participative school principal helps a pupil in a school organization have good ideas and quality information for better directions. The confrontation of divergent views often produces ideas of superior quality. Thus, the disciplinary cause's pupil seeks effective ways of dealing with it, resulting in improved school organizational functioning.

The recommendation of the school counselor and any recommendations from the school learning support team should be discussed, all documents must be made available to the director and public schools, and a full record should be made of the outcomes of the suspension. This should be retained on file at the school a copy should provide to the student and the parents and where the student is returning from suspension following an incident that involves violence or weapons, the principal must undertake a risk assessment to assess whether the return of the student was pose a risk to staff, students or other persons. This should be complete before the final day for resolution of the suspension (SLSP, 20

2.7.3. The Roles of principals in the students' disciplinary problems

It helps maintain discipline in the school organization. Discipline is the lifeblood of the school organization or a system. Time table directly aids an institute to maintain discipline in the system and among the school principal of an institution. In the absence of any timetable, there is bound to be chaos and confusion. But with a well-planned timetable, everything goes smoothly and in perfect harmony and concord, another possible solution for student disciplinary problems is: developing school policy on discipline through participation and selecting and involving students, teachers, and parents in discipline management concord (MoE, 2006). The rationale for involving students in the management: students are important stakeholders; they have to learn important life skills interaction, leadership, etc. Students can make a greater contribution, and the effort of the management cannot be successful without student participation (MoE, 1994).

The school principal is the heart and soul of disciplinary problem management. Because leading involves influencing others to accomplish disciplinary problem-solving. To be effective leaders, school principals need to understand individual and group behavior, causes of disciplinary problems, and styles of handling disciplinary problems and school principals must develop relationships that ensure adequate communication with their stakeholders (teachers). According to Kinarg (1998), leading includes managing students' disciplinary problems, helping students deal with challenging conditions and in some cases, disciplining students. Solution for student discipline problems schools cannot remove all causes of misbehavior; school principals must take the initiative and leadership role to gain the cooperation of teachers, students, the community, and other concerned bodies to find solutions for poor discipline in schools. Guiding and counseling and educating continuously developing school policy on discipline through participation then communicating and implementing selecting and involving student leaders' indiscipline management (Kinard, 1988).

2.8. The Roles of Principals in Managing Student Disciplinary Problems

In managing student discipline problems, the major category of school principals, since an understanding of the social life of children and youth for full participation in one of the Significant activities of the school in modern educational systems are required to be concerned with the physical, mental, moral, social, and emotional growth and development of the students. The creation of a situation to bring together teachers and students in a

comfortable atmosphere is one of the major activities of good educational administration. Practical student management programs have the purpose of creating awareness in students about the need for interacting with the community throughout school programs are supposed to lend themselves to in certain, to benefit and motivate students through voluntary participation (Rigby, 2014).

A school is also a society of a small scale, and discipline within the school serves the purpose of ensuring that the teaching-learning process can take place smoothly. When this is the right of the individual and all members of the school society are protected. In most schools, a set of rules which act as a code of conduct is drawn up for students to conform to. Such rules should be as few as possible and should be reasonable. Moreover, a student should be involved in drawing up school rules (MoE, 2001). When purposely apply discipline in student personnel administration entails of power of directing in a view of securing order and control through the exercises of authority, guidance, suggestion, restraint, or regulations (Wallace Foundation, 2008).

Procedural fairness: A basic right of all individuals dealing with public authorities all individuals has a legitimate expectation that the department of education and communities' officer was follow these principles in decisions are made affecting their right interests of legitimate expectations (SDGS, 2014). Procedural fairness is generally recognized as having two essential elements. First, the right to hear: the right to know why the action is happening, the right to know how the issues was be determined, the right to know the delegations in the matter and any other information which was be taken into account, and the rights of the person against whom the allegations have been made to respond to the allegations, second, the right of a person to impartiality in the investigation and decision making phases and the right to an absence of bias by the decision-maker though the right to appeal is not necessarily an essential element of procedural fairness. It is considered appropriate to incorporate such in respect of suspension and expulsion from government schools (Kayoe, 1984).

The school principals by their work experience in management conscious of the role of disciplinary problems in bringing about needed changes. They also believe that it is a must for disciplinary problems to exist in school organizations where students of differing views, interests, values, beliefs, etc. work together. Thus, one can see a gap among

students, teachers, and school principals in their attitude toward disciplinary problems. The teacher and the student's attitude toward a disciplinary problem that any challenge is seen only as destructive are consistent to observe facts raise at the beginning (Reyes, 2000).

2.9. Challenges of Management in Student Discipline

2.9.1. Teacher exclusion and disempowerment

While the ministry of education perceives the school principal regulations as an endeavor to promote and maintain order and safety in schools, teachers' point of view differs. According to these teachers, the corporal Nigerian teacher insinuates the reason for the exponential growth of cases of student misconduct is that school regulations are not found of teacher's strategies for disciplining children. They claim that child discipline is an integral part of child socialization in Africa. Part curly in Nigeria, it is not alone some work. Discipline challenges in classrooms where the school head is not always nearby the school (SDGS, 2014).

Punishment, suspense, and expulsion regulations are a scheme that strips off their rightful authority over students. They feel Disempowerment They claim that this regulation wherever adults in a society well-regarded as a parent and had the right to discipline any child as she/he sees fit. Every teacher, as parent in-loco- parents would have been given the privilege of molding students' characters into that of the desirable citizenry (Napkodia, 2007). This, they believe, would be successful for students' discipline. Because the school head who is the only person designed to punish students cannot simultaneously be available at all times in all classrooms, teachers experience discipline at an alarming rate. They feel powerless. they assert that it is difficult to be a teacher these days they complain that the ministry of education is not giving them enough support, especially in cases of suspension and expulsion (Delta State University, 2010).

2.9.2. Teacher's Experiences in the Implementation of Discipline Regulation

As the saying goes, "if you can't exercise discipline in the school. You was teach nothing and the students was learn nothing of significance". Although only the school head is allowed to administer corporal punishment most teachers ignore this regulation. Teachers complain that they are rarely respected by parents and it happens that they punish learners

because their parents would come to reprimand them even in the presence of students (Hara and burke,1998).

First, classroom control has become somehow- cumbersome for teachers. This is because students are prone to misconduct for, they know that teachers are not allowed to administer corporal punishment, and the one who is designated to do so can never be omnipresent. So, they make hay whilst she/he is in the administration office knowing that the teacher is not authorized to administer corporal punishment .It was be clear that oftentimes than not, “learning is being disturbed by such behavior because a lot of time is waste setting disputes.” this they claim has proven to disturb those students who are serious with their work. Teachers' concern is genuine because they are accountable to the society at large when much of their teaching time is taken by trying to settle problematic cases poor performance is inevitable (Delta State University, 2010).

Suspension and expulsion regulations cause some ambivalence in the school administration. When it comes to making decisions about a problem learner, the school head has to think twice for fear of embarrassment. The participants have experienced situations where the permanent secretary chief in an aspect of education was pressure by social factors to revoke the school decision. Thus, one participant said, “some parents are well connected, even if the school has a strong case against the student that decision to expel the student can easily be overridden by the permanent secretary chief inspector education. Such students become a nuisance to teachers to undermine their authority of teachers (Nwideeuh, 2005). Expulsion procures make students believe that the school head teacher has no authority over them and so they sometimes mess up in front of him/her school head because they know him/her evil keeps talking without taking any action. As a result, because of the experiences they have been through, all the `participants was think that implementing the suspension regulations “just to scare the student because the recommendation could be a reverse “by the permanent secretary chief inspector of education (SDGS, 2014).

2.9.3. Managing Student’s Discipline Problems in Schools

To prevent and resolve student discipline problems and ensure efficient functioning plenary policies and procures. This policy and procures’ are made more specific at individual school levels as rules and regulations. To be legally in force able, schools' rules

and regulations are to be reasonable, has an educational purpose, and be administratively feasible. (Imaguezor, 1997).

In general, school principals by their work experience in managing are conscious of the roles of school principals in managing students' disciplinary problems in bringing about needed changes. They also believe that it is a must for students' disciplinary problems to exist in school organizations where students' different views, interests, values, beliefs, etc. work together. Thus, one can see a gap among students, teachers, and school principals in their attitude toward students' disciplinary problems. The teachers' attitude is seen only as destructive is consistent with the observed facts raised at the beginning'

2.10. The Role of Stakeholders in Minimizing Student's Discipline Problems

The major stakeholders in student discipline in education are parents, teachers, and students. The success or failure of the education process depends on the interaction between these three groups and changing roles they play in or are designed by, the society in which they live. In addition, they are affected by government policies and the influence of religious institutions such as monasteries, churches, and mosques (Aynalem, 2013).

Most importantly, however, it is the interactions of the child with the teacher in the contexts of the school and the community and with the parents and the family in the contexts of the home and the community that determine the outcome of the child's education s. Such relationships among the stakeholders are pivotal in creating the kind of cultural changes necessary to sustain a post-authorial society (Watson and Reigeluth, 2008). In general, the potential benefits of involving students, teachers, and parents in indecision making and other school-related activities seem unquestionable.

2.10.1. The Roles of Teachers on Student Disciplinary Problems

The power of teachers to discipline students in the school system from the doctrine of the teachers acting in in-loco parties, that is, on the behalf of the parents concerning the education of their children. There are alleged cases of teachers being treated by students in the course of discharging their lawful duties. In some cases, the attack has been violent. During these problems, there is a growing deviate over declining standards of education due to incessant student unrest and the attendant blame of the teachers (Bogdan, 2004).

Scholars and researchers generally agree that the school variables, which include teacher administration, perform a more critical role in student discipline management achievement than other variables. The important role of the teacher in learning is unquestionable. Teachers have a lot of influence on their classrooms (Patrick, 2005). Teachers have a great potential to be active agents of change. Teachers are crucial players in any endeavor to create a more enlightened population. Anderson (1991) has pointed out that outcomes of education are affected by the quality of the teaching workforce. Well-qualified and committed teachers make the difference between successes and failures for many students. Teachers have one of the most significant influences on the learning of discipline students: the teacher works with the students, and plays an active role in the education process because one cannot function without the other. The teacher should work at developing a good relationship with the students to avoid the expected consequences. The teacher has the advantage of many opportunities throughout the day to reinforce feelings of self-worth in the student (Dereje, 2000).

The teacher should also be alert to any sign that the student may be experiencing emotional difficulty or crises and may be on the verge of losing control. The teacher can sometimes prevent problems simply by diverting the student's attention. Without alerting the student to the situation, the teacher's quality reminds the emotionally disturbed student of the consequence of certain misbehaviors. This helps to prevent unwanted behavior from taking place. The teacher should place a high priority on order and neatness for the student's discipline (MoE, 2006).

2.10.2. The Role of PTA members on the Student Disciplinary Problem

Recognizing that homes, communities, and schools contribute equally to the teaching and learning of discipline children, this system provides an organizing way for parents and community members to assume roles in formal school settings. Defining rules and regulations are an important element of a good school. As far as possible, staff, parents, and school board should be in agreement on the type of punishment that is given where rules and regulations have been broken, although sometimes it is quite difficult to establish consensus (Reyes, 2006).

Children are born into the nation and society with which their family identifies. Few would dispute the power of the family as a socializing agent. Religion and moral codes tend to

support rational views, especially the dominant position of the father in the family, and the special reverence according to motherhood can be defined as parents (grandparents or other adults guardians) environment resource in their child's education (Erin, 2006). Most people believe in and support the notion that all students should be allowed to realize the full potential they are succeeding and that no child should fail and be left behind. Undisputed evidence exists supporting the position that children are more adept to succeed not just in school, but throughout life, when schools and families work together to support learning (Tirusew, 2001).

Research tells us that parental involvement is one of the most significant factors contributing to a child in school. When parents are involved in their children's education, the level of student achievement increases. Students attend school more regularly, complete more homework, consistently, and demonstrate a more positive attitude toward school they also are more likely to complete high school. Parental involvement helps a child succeed and later in life (Tirusew, 2001). Parent-teacher association (PTA) is a formal group composed of parents, teachers, and staff that are intended to facilitate parental participation in school (Erin, 2006). The goal of all parent-teacher groups is to support their schools, encourage parent involvement, support teachers and organize family events. A parent-teacher association is a body, made up of both parents and teachers alike who have a responsibility to the teaching and welfare during school hours (Short and Geer, 2002).

2.10.3. The Role of Students on Disciplinary Problems

Discipline is meant to control oneself or others; student discipline is therefore involves controlling the behavior of yourself or your classmate. Student discipline is meant to help ensure that student's support staff in a school are well-behaved and work towards achieving the goals and objectives of the school. Accordingly, classmate discipline calls for a high degree of individual and collective self-control. Classmate indiscipline, which in turn tends to promote laziness, selfishness, unwillingness to work as a group, self-centeredness, and poor performance. It also affects student discipline, community towards the school, and the school's overall performance (MoE, 2001).

The largest and the most important stakeholder in education are students. Being the most important stakeholders in any educational intervention, a student will benefit from the availability of an enriched learning environment that enables them to explore there are

active interests and diverse learning altitudes. The students play a learning role in the educational process and as stakeholders are expected to participate in the process, “successful schools encourage significant participation by parents, students, and teachers (USAID/EQUIP2).

The students are creating their world through the education that the stakeholders provide and in time they was restructure and modify the educational system to fit their environment and learning (Watson and Reigeuluthy, 2008). Possible solutions for student discipline problems and developing school policy on discipline through participation by selecting and involving students in discipline management, because the student is the most important in the school system. The rationales are that students can make a great contribution and important stakeholders as well as they have to learn important life skills and the effort of management cannot be successful without student participation (MoE, 2006).

2.10.4. The roles of parental influence on the student's discipline problems

Parents are usually the first and the most influential teacher’s students with disciplinary problems. Because of their vital roles, parents must stay involved in their children’s lives both at home and at school. School is only one form of education the education children receive at home should be connected to the school to provide a community. Parental participation helps to build community, for parents was feel that they have a stake in the school’s discipline success and can take pride when its success. It also builds inter-generational ties, as schools discipline children and parents to work together toward a common goal (MoE, 2006). Indiscipline standards children are more likely to recognize the importance of education if they see their parents participating in their schooling. Through collaboration, parent and community motivation support indiscipline students’ education increases (Bogdan, 2004).

Parents are the best people to judge whether or not strategies use by the school to support parent involvements. Indiscipline students’ achievement is one of the most important elements of directorship. Setting realistic goals and providing equal opportunities for girls and boys, advantage and disadvantage students is an important and not always easy task. Schools seeking to assess their involvement should consult with parents. And the school community should look towards continuing to improve at all times (SLSP, 201). Hence, the major challenges identified in the roles of school principals in managing students'

disciplinary problems study was failure to synchronize the school rule structure, values, activities time constraints on school principals as well as teachers, was not effective. Further, inadequate the minimum school rules and regulations require to run students' disciplinary problem activities, lack of systematic collaboration between woreda, sub-town education offices, and secondary schools.

The studies recommended, that MoE, together with the regional, zonal, woreda, and sub-town education office a clear, transparent, self-controlling and the roles of school principals in managing students' disciplinary problems in secondary schools' structure which stipulates terms of references for responsibilities for how should be run, evaluate and improve. The goals and objectives and the roles of school principals in managing students' disciplinary problems should be clearly defined and delineated so that stakeholders build a shared vision and understanding among themselves there is no room for ambiguities, constraints, or excuses for not implementing it.

Accordingly, a guideline must be produced to synchronize students' disciplinary problems with raising awareness at the school teacher and student level is important to improve the current practices of the roles of school principals in managing students' disciplinary problems in Ethiopian schools.

2.11. Summar of Review of Related Literature

The roles of school principals towards students on disciplinary problems, understanding the concept of student discipline. objectives of student discipline, types of student disciplinary problems, cause of student discipline problems, rules and regulations of students' discipline, policy statement of student discipline problems in secondary school, general principles of student's disciplinary problems, handling students' discipline problems, the roles of principals in the students' disciplinary problems, the roles of principals in managing student disciplinary problems, challenges of management in student discipline, and teacher exclusion and disempowerment.

3. RESEARCH DESIGN AND METHODOLOGY

The description of the research area, the research design, types of data sources, sample size, sampling techniques, and data collection method and data analysis are below.

3.1. Description of the Study Area

The Somali regional state occupies a large geographical area in the eastern and southern parts of the country. It falls into the arid and semi-arid agro ecological climate zone. The region receives insufficient rainfall and faces frequent drought that causes a shortage of food and water for both human and livestock populations. The population is estimated at 8.2 million. Among the total population, 4.4% live in urban areas while the remaining 85.6% live in rural areas. Also, among the rural population which is highly scattered in density, livestock is the main source of livelihood through crop production.

Kebridahar (Somali: Qabri-Dahare) is a city in the eastern part of Ethiopia known as the Somali Region. Located in the Korahey Zone of the Somali Region, this town has a latitude and longitude of 6°44'N 44°16'E Coordinates: 6°44'N 44°16'E and an elevation of 1609 meters above sea level. Kebridahar is served by Kebridahar Airport. Located in the city are Kebridahar University, Kebridahar Health-science college, Kebridahar teacher Training college, Kebridahar polytechnic college, and other institutions such as hospitals. Based on figures from the Central Statistical Agency in 2010 Kebridahar has an estimated total population of 358,191 of whom 198,150 are men and 160,041 are women.

In the Kebridahar town administration, there are two secondary schools with a total of 83 teachers and 1230 students. In these two schools, there are two principals, two vice-principals, and two supervisors.

3.2. Research Design

The descriptive survey research design was employed in this study because the intention of the study is to examine the existing situation and describe opinions that are held on Roles of School Principals in Managing Students' Disciplinary Problems. According to Best and Kahn (2006) descriptive research design helps describe and interpret the existing condition. In addition, Mouton (2001) states that a descriptive survey is used to collect and describe data at a large. By using this type of research design, the researcher attempt to describe the

insight, practice, challenges and possible strategies of Managing Students' Disciplinary Problems. For this study, explanatory sequential design (both, quantitative and qualitative approach) methods were employed, because, both quantitative and qualitative approach is suitable for social and behavioral sciences as a distinct research which is used to cover a basic deficiencies and description of the study (Creswell, 2009). In addition, this approach considered as a tool to triangulate the result of single approach through multiple methods (Johnston, 2010). Quantitative approach is selected because it is viewed as an effective to gather large data and comprehensive issues at a specified period of time (Ngwenya, 2010). While the qualitative approach is selected based on the assumption that it enables the researcher generate meanings and phenomena within the real context of the research participants and to fill the gap left by the quantitative one (Kothari, 2004). Therefore, both quantitative and qualitative approaches were employed for this study in order to make the study more reliable.

3.3. Population, Sample Size, and Sample Technique

In the Kebridahar town administration, there are two secondary schools with a total of 83 teachers and 1230 students. In these two schools, there are two principals, two vice-principals, two supervisors, and 18 parent-teacher association members. In Kebridahar High School, there are 514 students (264 males and 250 females) in grade 9 and 10. In Dr. Dolal secondary school, there are 716 students (407 males and 309 females) in grade 11 and 12. Moreover, there are 48 teachers (40 males and 8 females) in Kebridahar High School and there are 35 teachers (33 males and 2 females) in Dr. Dolal secondary school.

The researcher selected from a total of 1230 students, 135 students by using simple random sampling techniques, and out of 83 teachers selected 41 teachers, 2 school principals, 2 vice-principals, 2 supervisors in this research as a primary source of information. In this study, two sampling techniques were used. The researcher selected Kebridahar Town Administration purposively because the researcher has ample work experience in the area. Available sampling techniques was used to select the two secondary schools from the Kebridahar town administration because Kebridahar Town Administration has two public (Kebridahar high School and Dr. Dolal secondary school). According to Mugenda and Mugenda (2013), when the study population is less than 10, 000, a sample size of between

10 and 30% is a good representation of the target population and hence 10 % is adequate for analysis.

The researcher prefers this technique as more suitable for this research study because it gives equal chance to each school.

All 2 principals, 2 vice-principals and 2 supervisors were selected using the available sampling technique because they are small in numbers. The researcher believes that including the sample mentioned above makes the study more reliable to generalize the situation in the Kebridahar town administration. Moreover, the detail of the sample size.

Table 1: Distribution of Populations, Sample Size and Sampling Techniques

Name of schools	Students Population			Sample size of students			Teachers Population			Sample size of teachers			Principals			Vice-principals			Supervisors			
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Kebridahar high School	264	250	514	40	25	65	40	8	48	20	4	24	1		1	1		1		1		1
Dr Dolal	407	309	716	42	28	70	33	2	35	16	1	17	1		1	1		1		1		1
Sampling Technique	Simple Random Sampling Technique						Simple Random Sampling Technique						Availability sampling			Availability sampling			Availability sampling			

3.4. Data Collection Instruments

To gather adequate data for the study, two types of data collection tools such as questionnaires and interviews is employed.

3.4.1. Questionnaire

The first instrument employed in the study was a questionnaire, which comprises both open and close- end items. Questionnaires is a valuable tool for gathering data which helps save time, encourage objectivity, provide rapid analysis, obtain information about certain conditions, practice inquiry in to opinion and attitude of individuals, groups and feedback to the researcher (Best and Kahn, 2004). The questionnaire has contained two parts that designed to address the basic question of the study. The first part was background of the respondents which includes, (sex, age, work experiences, and academic qualification in school) part two encompasses closed-ended and open-ended questions. In order to get relevant information about the students disciplinary problem under study area, the researcher use both open-ended and closed-ended questionnaires for 135(100%) students and 41 (100%) teachers.. Accordingly, a pilot test was conducted to evaluate the reliability of the questionnaire and 15 teachers and 15 students a total of 30 respondents were included in the pilot test to fill the questionnaires. Dr Dolal School. Hence, the reliability of all questionnaires was also computed and Cronbach alpha based on the comments given by advisors, experience teachers, pilot test participants, and the result of the pilot test, avoiding ambiguities and making relevant amendments was be carried out accordingly

3.4.2. Interview

The other instrument to be used for the collection of primary data for the study is an interview. It is helpful to supplement the information gathered through other instruments, as well as for the clarification of some unforeseen information. It is also being used to cross-check the responses obtained through questionnaire and it let the interviewee to express his or her feeling freely and knowledge of people in a program in depth (Best and Kahn, 2003). In order to obtain deeper information related to the study, Semi-structured interview was prepared and employed to 2 (100%) principals, 2(100%) supervisors and 2(100%) of vice principals to collect factual and detail information from study area.

Interviewee participant's, was involved in the interview at different time and place. Seven interview questions were prepared for all participants of the sample schools. Regarding the process of interview, it was conducted by somali language and supported by Audio (tape recorders) in order to make the interview questions easy to understand for the respondents and to obtain more reliable and valid information regarding the study. For each interviewee 30 minutes was given. The recorded data was categorized based on similarities of responses and then transcribed in to English language.

3.4.3. Document Review

The secondary source of data was document analysis. These documents include student blacklists, PTA members' participation school principals' implementation documents, statistical reports, and minutes.

3.5. Methods of Data Analysis

Depending on the nature of the basic questions addressed and variables treated, statistical tools were used. Accordingly, through the analysis section of this study, there were tables presenting numerical data. All tables were present their respective interpretation immediately following them. Percentage, ranking order, rating scales, frequency, and mean were applied to analyze the collected data obtained through the questionnaire. Percentage and frequency distribution were used to determine the personal characteristics of respondents. The mean were also be used to compare the responses of supervisors, teachers, and students. SPSS also was use for the interpretation of data.

Moreover, a rank order scale was employed to analyze the roles of school principals in managing students' disciplinary problems that was affect the teaching and learning process and the major components of student discipline problems. To analyze the data obtained from open-ended questions and interviews, the narrative analysis was used and the data was described and interpreted through explanation.

3.6. Ethical Considerations

Ethical considerations play a major role to deal with concerns that the respondents have about the research topic and their responses. In relation to ethical consideration, Welman, Kruger, and Mitchel (2005) explain that ethical considerations and ethical behavior are as

important in research as they are in any other field of human activity. Therefore, the researcher protected the respondents' privacy. From the very beginning, the researcher was inform the respondents about the purpose of the study and Consider research ethics in data collection, analysis and recommendations. Moreover, participants receive a verbal and written description of the study and informed consent obtained before the survey. Participation in the study is voluntarily, and all participants' responses were kept confidential.

4. RESULTS AND DISCUSSION

This section attempts to present the analysis and interpretation of data collected from sample population, Kebridahar City, Secondary Schools through questionnaires and interviews. It consists of two major parts. The first part indicates general characteristics of the respondents in relation to their age, sex, qualification, work experience and Grade were tabulated and analyzed as indicated under table 2 and 3 through frequency and percentage and the second part deals with the presentation, analysis and interpretation of data through mean score, weighted mean, standard deviation and stepwise regression analysis. The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews and open-ended questions whereas, the quantitative data includes the data which were collected through closed- ended questionnaires.

Questionnaires were prepared and administered for 41 teachers, 135 for students. Therefore the total number of questionnaires distributed to sample respondents was 176 questions. Out 41 sample teachers 41(100%), 135(100%) of students were filled and returned the questionnaires to the researcher. In addition, to supplement the information gathered through questionnaire, interviews were held with 1(100%) supervisors, 2(100%) principals, 2(100%) vice-supervisors, 2(100%) unit leaders. Finally, in analyzing the data, different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted in to SPSS for analysis. Then the means for the two groups of respondents (teachers and school leaders) were identified and analysis was done using mean, weighted mean and standard deviation of the two groups of respondents

4.1. Background of the Respondents

Under this sub topic, sex, age, academic qualification and work experiences of the respondents were presented. The following table 2 and 3 shows the distribution of respondents' characteristic to be discussed in details.

Table 2: Respondents by Sex, age and grade

No	Variables	Students		Teachers		Principals		Vice-Principals		Supervisors	
		F	%	F	%	F	%	F	%	F	%
1. Sex	M	82	61	36	88	2	100	2	100	2	100
	F	53	39	5	12	-	-	-	-	-	-
	Total	135	100	41	100	2	100	2	100	2	100
2. Age of students	11-15	25	18	-	-	-	-	-	-	-	-
	16-19	62	46	-	-	-	-	-	-	-	-
	20-22	48	36	-	-	-	-	-	-	-	-
	Total	135	100	-	-	-	-	-	-	-	-
3. Students Grade	9 th	37	27	-	-	-	-	-	-	-	-
	10 th	35	26	-	-	-	-	-	-	-	-
	11 th	31	23	-	-	-	-	-	-	-	-
	12 th	32	24	-	-	-	-	-	-	-	-
	Total	135	100	-	-	-	-	-	-	-	-

As presented on the table 2 item 1, 82(61%) of students, 36(88%) of teachers, 2(100%) of principals, 2(100%) vice principals, and 2(100%) of supervisors were male respondents whereas, 53(39%) of students, 5(12%) of teachers, were female respondents. As can be seen in table 2 item 2, which shows the age distribution of students, the majority of students respondents were in the age range of 16-19 i.e 62(46%) and followed by the age range of 20-22 and 11-15 which is 48(36%) and 25(18%) respectively. As can be seen in table 2 item 3, which shows the grade distribution of students. As the data indicates the majority of students respondents were grade 9th and 10th which is 37 (27%) and 35 (26%)

respectively and the left 32 (24%) and 31(23%) of students respondents were grade 12 and 11 respectively.

Table 3: Educational Qualification and years of services of respondent's

No	Variables	Teachers		Principals		Vice-Principals		Supervisors	
		F	%	F	%	F	%	F	%
1.	Diploma			-	-	-	-	-	-
Educationa	BA/BSc	36	88	-	-	-	-	2	100
l	MA/MSc	5	12	2	100	2	100	-	-
Qualificati	Total	41	100	2	100	2	100	2	100
on									
2.	Years	5	12	-	-	-	-	2	100
of service	1-3								
	4-7	10	24	-	-	-	-	-	-
	8-10	20	49	-	-	2	100	-	-
	11-15	6	15	2	100			-	-
	15-20	-	-	-	-	-	-	-	-
	Total	41	100	2	100	2	100	2	100

As indicated in table 3 item 1, which shows the academic qualification of respondents, about 2(100%) of principals, 2(100%) of vice principals, were master's degree holders respectively and 2(100%) of supervisors were degree holders. Regarding the academic qualification of teachers respondents 36(87.5%) and 5(12.5%) of teachers respondents were first degree and master's degree holders respectively. As can be seen from table 3 item 2, which shows work experiences of teachers respondents, 20(49%), 10(24%), 6(15%) and 5(12%) of teachers were ranged between the service year of 8-10, 4-7, 11-15 and 1-3 services year respectively.

4.2. Attitude of the School Principals in Managing Student's Disciplinary Problems

In this section, understanding level of school principals about managing students' disciplinary problems, school principals and their stakeholders attitude towards current status of students' disciplinary problems and factors affecting the management of students'

disciplinary problems were discussed and analyzed based on responses obtained through questionnaire and interview.

Table 4: Responses of teachers, and students, about the degree of their satisfaction with their students' disciplinary problems.

s/n	Items	Students=135		Teachers=41		Total =176
		M	SD	M	SD	WM
1.	Teachers, and students Degree of their satisfaction with their students' disciplinary problems	2.97	1.37	2.74	1.05	2.92

M=Mean. SD standard Deviation, WM weighted Mean, sd1= standard deviation for students, and sd2=standard deviation for teachers.

As indicated in table 4 item 1, the mean score (2.97) for students and (2.74) for students were identified that there were at moderate level of stratification of teachers and students on students disciplinary problem. Generally, the weighted mean score (2.92) also indicated that both teachers and students were moderate level of satisfactions about the students disciplinary problem. In addition to this, the standard deviation (sd1=1.37 and sd2=1.05) for students and teachers indicated that there were little variability among respondents on their reply. This implies that students' needs change their own disciplinary problem with the support of their teachers, parents and other disciplinary action.

Similar, in supporting the above finding an interview was conducted with schools supervisors. During the interview session, the researcher asked the secondary schools supervisors how the attitude of Principals can affects students Discipline. S1Q1 responded that:

“school principals attitudes can determine students discipline, because students have different backgrounds in the schools and they needs different things, if the school principals have negative attitudes towards treating all students who have individual differnces in the schools disciplinary problems is existed”.

This indicates that moderate satisfaction about their students' disciplinary problems may help them to work more on the roles of school principals in managing students disciplinary problems and create flexible strategies by applying a more attractive student centered teaching methodology. But, with regarded to teachers' satisfaction on their students' disciplinary problems, researchers agreed that students' working conditions have been

determining their discipline status for the past many years. Although teachers are highly responsible and accountable for the managing, students' disciplinary problems by making conducive teaching & learning environment in their respective schools. They were found to be moderately motivated and therefore, moderately prepared to maximize the students' result or learning achievements.

Table 5: Distribution of responses by frequency of attendance of orientation or training on students' disciplinary problems.

s/n	Items	Students =135		Teachers =41			Total =176						
		Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
1.	Have you ever participated in regional or school level Trainings or orientations on managing students' disciplinary problems last three years?	55	41	80	59	13	32	28	68	68	39	108	61

As it can be seen from table 5, 55 (41%) of the students and 13(32%) of teachers respondents have attended either workshop or training or orientations only once during the last three years. However, 80 (59%) of the student respondents and 28 (68%) of teacher respondents did not attend any training during the last three years on students' disciplinary problems and related issues in the selected secondary schools. This implies that the majority of students didn't know how they are manage their own disciplinary problem and teachers also didn't have any awareness how they rule their students the school since they didn't have any awareness about the issues. Dived (1995) also affirmed that stakeholders trainings program in students disciplinary problems are crucial to success and for the quality of the management system. It therefore becomes highly necessary that every stakeholder address him/herself to what is expected of her/him in managing quality. This encourages principals to participate, develop commitment and dedication to duty.

Table 6: Stakeholders' Attitude towards the Current Status of Students' Disciplinary Problems

s/n	Items	Respondents	Very good		Good		Average		Poor		Very poor	
			F	%	F	%	F	%	F	%	F	%
			1.	How do rate your participation as a student, teacher, in solving students' disciplinary problems in Your School?	Students=135	5	4	15	11	35	26	37
		Teachers =41	6	15	7	17	8	19	9	21	11	26

Table 6 shows that 43(32%), 37(27%) of students respondents and 11(26%), 9(21%) of teachers respondents show very poor and poor status, results regarding student disciplinary problem. Similar result was also observed in 35 (26%) of students and 8(19%) of teacher respondents, who responded that the status of students' disciplinary problems in the selected Secondary schools was found to be just average. The rest 5(4%) and 15 (11%) of students and 6 (15%) and 7 (17%) of teachers showed students disciplinary problem is very good and good status.

Table 7: Perceptions of students on factors affect student's disciplinary problems

s/n	Items	Students =135			Teachers =41		
		F	%	Rank	F	%	Rank
1.	Absence of community Involvement	31	23	1	8	20	1
2.	Student lack of Punctuality	7	5	8	5	12	4
3.	lack of positive attitude	21	16	3	4	10	5
4.	lack of motivation	13	10	4	3	7	7
5.	Lack of commitment	8	6	6	6	15	3
6.	Shortage of resources	29	21	2	7	16	2
7.	Inappropriate student-teacher ratios	11	8	5	2	5	8
8.	Lack of teacher's Competences.	8	6	6	4	10	5
9.	Lack of quality of administrative support and leadership	7	5	8	2	5	8

Table 7 indicated that, absence of community involvement and shortage of resources such as textbooks, desks, teaching materials, libraries and classrooms is 31(23%) and 8(20%), and 29(21%) and 7(16%) by students and teachers respectively. i.e ranked firstly and

secondly by respondents. Lack of positive attitude and lack of commitment is ranked 3rdly by students and teacher respectively. i.e 21(16%) and 6(15%). In addition teachers lack of motivation and students lack of punctuality was rated as a 4th rank by students and teachers respectively which is 13(10%) and 5(12.%). With regard to students ranks with the above items, 11(8%), 8(6%), 7(5%) were ranked as 5th, 6th and 8th by the students respondents regarding inappropriate student-teacher ratios, lack of teacher's Competences, lack of commitment and student lack of Punctuality respectively. With regard to teachers ranks with the above items, 4(10%), 3(7%),and 2(5%) were ranked as 5th, 7th and 8th by the teacher respondents regarding students lack of positive attitudes, lack of motivation, inappropriate student-teacher ratios and lack of quality of administrative support and leadership respectively.

Similar, in supporting the above finding an interview was conducted with school principals. During the interview session, the researcher asked the secondary schools principals how the perceptions of is a factors for affecting students disciplinary problems. P1Q2 responded that:

“students perception can affect their good discipline if they have bad perception for the other students in the class room, school and outside of the school. In addition if the students doesn't awwarness about the rule and regulaions of the schools they entred themselves in to disciplinary problem”.

Regarding factors that might affect students disciplinary problems, Tegnu (1998) pointed out that assessing contribute factors that affecting to in managing students disciplinary problems is one way of measuring the status of students' disciplinary problems. According to this researcher, quality of school principals, qualification of teachers, degree of teachers' motivation, student- teacher relationship, supervisors' supporting system, teaching methodology, level of stakeholders' participation, and conditions of school environment are taken into considerations when assessing in managing students disciplinary problems. It is believed that these kinds of diagnosis, no doubt, can assist to find out the current situation and suggest the necessary steps to be taken to adjust changes in managing students' disciplinary problem, rules and regulations.

Table 8: The Roles of School Principals in Managing Students Disciplinary Problems

s/n	Items	Students =135			Teachers =41		
		F	%	Rank	F	%	Rank
1.	becoming a model in every aspect for student and other staff	9	7	4	5	12	5
2.	serving as counselor and community leader	29	21	2	7	17	4
3.	work towards disciplinary problem improvement by conducting action research	21	15	3	9	22	2
4.	decision making roles in managing students' disciplinary problems	5	4	5	8	20	3
5.	encourage students & parental involvements in student disciplinary problems	71	53	1	12	29	1

Table 8 deals with the roles of stakeholders in managing students' disciplinary problems. Accordingly, long lists of roles of students in managing students' disciplinary problems in secondary schools were condensed and students from the selected secondary schools were asked to rank them based up on their experiences. The majority of the students and teachers have ranked items encourage students and parental involvements in students disciplinary problems which is (71(53%) and 12(29%) respectively which is 1st rank.

Item 1, 2, 3 and 4 of table 8 students where ranked 4th, 2nd 3rd and 5th regarding school leaders becoming a model in every aspect for student and other staff, serving as counselor, works towards disciplinary problem, and play role in decision making on managing students behavior where as teachers where ranked 5th, 4th, 2nd and 3rd respectively regarding the above mentioned items. This implies that school leaders should be works on improving the student's disciplinary problems by addressing issues regarding the student's disciplinary problem with the collaboration of other stakeholders.

Similar, in supporting the above finding an interview was conducted with school supervisors. During the interview session, the researcher asked the secondary schools supervisors about the role of principals in Managing Students Disciplinary Problems. S2 Q2 responded that:

“principals should works on the development of school by participating all stakholders and students of the schools and works closely with the students and students parents of pupils disciplinary issues. In addition principals should be exemplary, and counslou for their rstudents and othe workers of the school but in our school their no such practices”.

In this regard, Watson and Reigeluth (2008) suggested that participation is not the only role of students, but the students are used as determining factor for some aspects of discipline problems. They also stated that students as stakeholders possess both intrinsic and extrinsic motivational factors; the intrinsic motivation comes with understanding the value of disciplinary problems, extrinsic motivation are accolades students receive for meaningful completing their discipline, as the students solve and adapt to the behavioral models that are introduced, student mediate the success or failure of the program. Short and Geer (2002) suggested although the student's primary role is that of learning, students should be encouraged to exercise their decision making process and become an integral part of a successful school. Empowering students with shared decision-making increases their choices of responsibilities for their own learning. Regarding the roles of teachers in managing students' disciplinary problems, Dereje (2000) indicated that teachers are the most essential forces in managing discipline system. Such common understanding is not without reason, according to him, they are helping students grow and become self-actualizing persons. In other words teachers are in the front-line of implementing the students' disciplinary problems. Hence, there has to be consensus on the part of the teachers to implement the students' disciplinary problems. If teachers refuse to cooperate, it may undermine the implementation. The study also indicated that "to avoid such" such a problem, teachers' resourcefulness and involvement must be ensured right at the beginning of curriculum planning and development.

Table 9: The level of participation of School Principals & their stakeholders in solving students'

s/ n	Items	Respondents	Very good		Good		Average		Poor		Very poor	
			F	%	F	%	F	%	F	%	F	%
	How do rate level of participation of school Principals stakeholders in solving students disciplinary problem	Students=135	15	11	5	4	37	27	35	26	43	32
		Teachers=41	11	26	8	19	7	17	9	21	7	17

Table 9 shows that the level of participation of school principals and their stakeholders in solving students disciplinary problems is very poor, average, poor, very good and good as its responded by students respectively, which is (43(32%), 37(27%), 35(26%),15(11%) and 5(4%). This implies that school principal's participation is poor in handling student's disciplinary problems in area under study. Teacher respondents indicated some times

school principal's is participated in solving students disciplinary problems which rated as very good, poor, good, average and very poor 11(26%),9(21%), 8(19%), 7(17%) respectively. This implies there somehow school principals and their stakeholder's participation regarding student's problems of discipline. A lot has been said about the involvement of school principals by government of Ethiopia. This indicators that government and polices favorable greater participation of those stakeholders in school problem solving in school related discipline problems. However, as it is observed from the findings of this study, particularly this is not the case stakeholders are not observed participation at large.

4.3. Factors Hinder the Involvement of School Principals in Student Discipline Problem

Problems Students, teachers and supervisors from the selected secondary schools were requested to rank factors that hinder their involvement in solving school related disciplinary problems. Accordingly, eight possible factors were indicated in the form of alternatives to give hints for respondents

Table 10: Factors that hinder the involvement of school principals & their stakeholders in solving school related disciplinary problems.

s/ n	Items	Students =135			Teachers =41		
		F	%	Rank	F	%	Rank
1.	school leadership reluctance to support meaningful students' involvement	12	9	5	5	12	3
2.	lack of awareness	18	13	3	5	12	3
3.	I am not motivated to participate	27	20	2	4	9	4
4.	Students are not empowered to make decisions indiscipline problems	31	22	1	6	15	2
5.	lack of experience	15	12	4	8	20	1
6.	shortage of time	12	9	5	5	12	3
7.	lock of school discipline regulation practice	8	6	6	3	8	5
8.	lack of as a parent in-loco-practice	12	9	5	5	12	3

Under this section factors that hinder the participation of school principals & their stakeholders (students, and teachers) in managing students' disciplinary problems are discussed and analyzed. Student's responses shows, Students are not empowered to make decisions indiscipline problems as 1st rank; I am not motivated to participate as a 2nd rank; lack of awareness as 3rd rank; lack of experience as 4th rank and school leadership reluctance to support meaningful students' involvement; shortage of time; lack of as a parent in-loco-practice as a 5th rank i.e 31(21%), 27(20%),18(13%),15(12%) and 12(9%). This implies that school principals and their stakeholders are not highly concentrated on solving student's disciplinary problems in the collaboration of other responsible bodies. In addition to Student's responses, teachers response were also shows, lack of awareness as 1st rank; Students are not empowered to make decisions indiscipline problems as a 2nd rank; school leadership reluctance to support meaningful students' involvement; shortage of time; parent in-loco-practice; and lack of awareness as 3rd rank; I am not motivated to participate as a 4th rank; and lock of school discipline regulation practice 5th rank i.e 8(20%), 6(15%), 5(12%),4(9%) and 8(3%). This implies that the majority of teachers and students were not satisfied with the practice of their respective secondary schools in encouraging them to participate in students' disciplinary problems.

Similar, in supporting the above finding an interview was conducted with school supervisors. During the interview session, the researcher asked the secondary schools supervisors about the factors that hinder participation of school principals and other stakeholders on students disciplinary problems. S3 Q2 responded that:

“some of the factors affects principals and other stakholders to works on students displinary problems is lack of commitment, absenses of open mindeness from the principals, reluctance to know root cause of students disciplinary problem is some”.

Erin (2006) suggested that it is important to clarify that students can involve in any student group structures; for example, class monitor groups, school council and clubs. Another scholar, Rogers (1993) revealed that students may look shy and uncooperative at the beginning but if the school climate is supportive, they can reflect openly on a number of school activities.

Table 11: Students Level of Satisfaction and their Participation in School Activities

s/n	Items	Students =135		
		M	SD	SD Error
1.	I am very happy in this school	2.13	1.25	.094
2.	I am lucky with the accessibility of guidance and counseling	1.98	1.08	.081
3.	I am lucky with the quality of handling in disciplinary problems	2.36	1.32	.100
4.	I am lucky guidance and consoling that help students in this school	2.36	1.45	.100
5.	Rights & responsibilities of students are clearly defined in school	3.90	1.29	.097
6.	I am participating to make this school secure environment	2.23	1.31	.000
7.	Teachers at this school are applying student centered approaches	2.23	1.26	.095
8.	This school principals encourages me to have a sense of elements	2.18	1.26	.097
9.	I am comfortable about approaching my teachers to talk about my Problems	2.18	1.29	.097
10.	I am given opportunities to share my opinions about this school	2.28	1.30	.098
11.	I believe that if have suggestion , the school and me appropriately	2.28	1.33	.100
12.	Teacher let me know how well I am doing my tests & assignments	2.35	1.37	.103
13.	I am encouraged to involved in the school in all kinds of ways	2.24	1.30	.098
14.	The school is looking for ways suggestions to improve what it does based up on students opinions	2.18	1.31	.098
15.	I got opportunities to share my opinion in this school	2.37	1.38	.104
16.	Students making have the opportunity to participate in decisions about their education discipline in this school	2.33	1.38	.098
17.	I am lucky with the level of participation of students in this school	2.17	1.25	.098
18.	Students council is actively working	2.16	1.27	.096
19.	I am satisfied with the level of participation of teachers in school	2.38	1.45	.109
20.	Communication between students & teachers is effective in school	2.07	1.23	.093
21.	I know how I am expected to behave at this school	2.19	1.31	.099

M=Mean.SD standard Deviation, WM weighted ean, sd1= standard deviation for students,

Students from the selected secondary schools were asked to evaluate their schools which might help in managing students disciplinary problems, for this reasons, issues which in value support of learning in students disciplinary issues; the rights and responsibility of the

students clearly defined in the school satisfaction with the level of students participation teachers in the class, students have got to share their opinions in the matters about the school, students were satisfied with the quality of handling in disciplinary problems, students were satisfied guidance and counseling that help the students in the schools, teachers did know well their students doing on their disciplinary tests and assignments, students have the opportunity to participate in the decision- making in their disciplinary problems in the schools were rated mean value: 3.90, 2.38, 2.37, 36.36, 2.35, 2.33 respectively. This shows that majority of students' perception and kept silent towards the most issues of their presented above and again this shows negative impact to the disciplinary problems and related issues.

This also indicates that they have negative relationship with their teachers and school principals in the school. However, the mean value were rated, the students are given opportunities to share their options in matters about the school, they believe that if have concepts or suggestions the school principals would reopened there specially. They were encouraged to be motivated in all kinds, of ways ,they were participation to make the school safe and disciplined involvement and teachers at the schools are applying student centered learning applications were rated mean value: 2.28, 2.28, 2.24, 2.23, 2.23, respectively. That means the negative perceptions were found at moderate level. This indicates that respondents selected from their secondary schools unfavorable perceptions, to the statements. This reveals that they the evaluation and perception have unfavorable attitudes towards their schools.

In the open- ended section, the student respondents replied that the school principals' student managing mechanisms were not effectively used to shape the future student's disciplinary problems. These indicate that the schools lack quality principals' skills. The school principal in managing student's disciplinary problem was decided without student participation. They were not established in the school, such as student's council, guidance and counseling services, ethical and civic club and the school principal did not give awareness for new comer students, they did not organize students' competing question and answer, one class to another class, one school to another school to create awareness & experiences sharing. Furthermore, school principals and teachers did not respect students and also did not give opportunity to advice, encourage and motivation as well as they did not give chance to students to share their ideas during decision- making in their respective

schools. They were taken corrective measure for the students' disciplinary problems using by force and they did not care about students' right. Moreover, the school principals do not organized such as teaching materials, laboratories, libraries, plasma and teaching learning support equipment's. The researchers suggest that the factors can be broadly categorized three factors related to: First, the school and the teacher's poor instruction, inadequate preparation and unwanted presentation. Teachers use punishments, unfair judgment, treats a bad way. For example, poor teacher response to the pupils and difference between teacher expectations, teachers' negative attitude, lack of favoritism and use of deviant labels by the teacher. Second, home, peer group pressure and social context, unfavorable family background, low economy, physical and health problems, parent separation and family disintegration, lack of family support and negative peer group.

Table 12: Description of school activities for Teachers as respondents

s/n	Items	Students =135		
		M	SD	SD Error
1.	I am lucky with the discipline problem handling programs offered in this school	3.18	1.141	.096
2.	In this school there is good relationship between teachers and Students	3.17	.676	.116
3.	In this school I really want to help the school management	1.65	.691	.119
4.	Teacher in this school have good relation	2.12	.1.149	.197
5.	As teacher I am motivated to teacher in this school	1.97	1.087	.185
6.	I am unsatisfied with the accessibility of resources in this school that to teach	2.76	1.156	.198
7.	I am satisfied on the availability of resources in this school that help to teach	2.85	1.132	.194
8.	I am lucky on the availability of resource in this school that help to teach	3.26	1.109	.190
9.	I know how I am expected to behave at this school	2.09	1.179	.236
10.	I participate to make this school a safe environments	1.76	1.017	.174
11.	As a teacher, I encourage students to have a sense of pride in their achievements	3.26	1.333	.229

12.	In this school I conduct action research to improve managing students discipline problems	3.94	1.099	.189
13.	I assist the development of student social skills	3.76	1.103	.000
14.	I got opportunities to share my opinion in matters about this School	2.24	1.654	.171
15.	Communication between students and teachers is effective in this school	3.03	1.000	.194
16.	The school involves me in decision making	2.38	1.129	.094
17.	Overall, I am satisfied with the level of participation of teacher in this school	2.17	1.249	.190
18.	Student council is activity working	2.47	1.07	.163
19.	I am lucky with level of participation of teacher in the school	3.00	1.952	.190
20.	Communication between teachers and students in this school	2.74	1.109	.205
21.	I know I am expected to be have at the school	3.82	1.193	.190

M=Mean, SD standard Deviation, WM weighted Mean, sd1= standard deviation for teachers

A total of 21 statements about conduct schools that in dictated to help the role of school principals in managing students disciplinary problems were presented for teachers were asked to indicate their level of agreement as strongly agree, agree, undecided, disagree, strongly disagree their responses were giving values: 5,4,3,2 and 1 their response of the respondents to those statements are presented below in these frequency, percentage and mean tests. In general, when create student disciplinary problems in the school; they cannot be solved by school leadership and teacher. The school principals always alert to solve immediate create problems by creating new and flexible strategies with their stakeholders, such as PTA members, parents, supervisors, teachers and students and other concerning bodies. School administration to give chance to work together collaboratively; with create good relationship among school principals, teachers, PTA members and students.

Majority of preparatory and secondary schools have favorable attitude towards items (12, 21, 13,10, 8, 11, and 1). On the other hand, teachers have unfavorable attitude towards the

items (15, 19, 7, 6, 20, 18) the calculated means value (3.03, 3.00, 2.85, 2.76, 2.74, 2.74 and 2.38) respectively. This indicates that most respondents also have positive attitude towards the importance of these focus were as of the roles of school principals in managing students' disciplinary problems of secondary schools.

The roles of school Principals in managing students' disciplinary problems in the secondary schools were a decisive factor. However, in the interview section, all school principals and PTA members similarly stated that the majority of teachers perceive students disciplinary problems as extra time activity, although there were no change in this regard. Again, majority of respondents in secondary schools reported that we can take, positive, accountable and possible measure those who have student's disciplinary problems. Because of lack of quality leadership and police-man interfere they could not take any kinds of corrective measure, so that PTA members do not participate those who have students disciplinary problems in the school.

The disciplined students disturbed by those who have students' disciplinary problems. In addition, there are peer group pressure outside the school, so as to teachers do not have interest to teach their students because there are not initiative and supportive school principals. There are low quality leadership skills and bad school principals. PTA members need initiator school principals, respect ion, free time to do their accountable and responsible duties, and also incentive from the school. In spite of, rules and regulations in the school activities, the school principals and teachers have fears to participate in the community meeting, because they do not follow the school rules and regulations.

As the PTA members of stakeholders, they try to reduce students' disciplinary problems with the school community. The school principals to solve these students' disciplinary problems to take initiative collaboratively, with PTA members, teachers, students and other were concerning bodies. On the other hand, the school principals reported that now day, students 'disciplinary problems quickly changed. This brings to the school management negative impact. Because teaching and learning process is very hard and difficult. Students are very populated in the class, out of numbered and boring class size as well as affect and very difficult to manage in the classroom. The education policy should include the curriculum to solve student's disciplinary problems in the school. The School principals should manage students' disciplinary problems to create flexible mechanisms, according

their situations, and become initiator, alert and model of the society. To handle this problem, need to establish discipline committee and selected such as from home room teachers, classroom monitors, school principals and concerned bodies. May be we can solve students' disciplinary problems in the school.

In open-ended section, the majority of teacher respondents stated most of school management was taken of quality leadership skills. The school rules and regulations do not know, so as to school managements cannot take correctives measure about the school students' disciplinary problems.

These students 'have bad background, the environmental related problems and high class size shortage, so that they could not to conduct effective teaching and learning process. These problems were lead to students to create bad school atmosphere. The school principals, and PTA members should help the teachers to do effective school problems participated. The school principals and PTA members and community have committed to improve students' disciplinary problems, so that they can improve students' disciplinary problems in the school. In general, all teachers, supervisors and students' parents with school principals work together collaboratively by using different mechanisms to improve students' disciplinary problems.

Delta State University (2010) stated that it was clear that, often times not, "learning is being disturbed by such behavior, because a lot of time wasted setting disputes." This they claimed has proven to disturb those students who are serious with their work. Teachers concern is genuine because they are accountable the society at large much of their teaching time is taken by trying to settle problematic cases poor performance is inevitable.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section deals with summary, conclusions and recommendations. In this section first, a summary of the study and the major findings were made. Second, depending on the findings conclusions were drawn. Lastly recommendations were made on the basis of the findings of the study

5.1. Summary

The purpose of this study was to examine roles of school principals in managing students' disciplinary problems in secondary schools in kebridahar city, somali national regional state and to come up with remedial solutions in order to improve the best practices. In order to solve these challenges, the following basic questions were raised in the study.

1. What is the major students' discipline problems observed at the secondary school of Kebridahar town administration?
2. What are the major factors that hamper school principals' roles in managing students' disciplinary problems in the study area?
3. What strategies do school principals use to manage student disciplinary problems in the study area?
4. To what extent are school principals playing their roles in enabling the community to participate in managing students' discipline problems in the study area?

In order to answer research question, related literature was reviewed. The study was carried out in 2 secondary schools of kebridahar city, somali national regional state that were selected by purposive sampling techniques. In this study descriptive survey research design with (quantitative and qualitative) approaches were employed. Data that are essential for the study was collected by using questionnaire and interview. The subjects of the study were 2 schools principals, 2 vice-principals, 2 supervisor, 41 teachers and 135 students. Questionnaire was used for teachers and students while interview was used for schools principals, vice-principals and supervisors. In analyses of data, both quantitative and qualitative approaches were employed and the collected data were analyzed using SPSS software version 20. Specifically, different statistical tools such as frequency, percentage, mean, standard deviation and rank were used as descriptive statistical tools were used to

analyze the collected data. The analyses of the data secured from those instruments have revealed the following findings.

5.1.1. Respondents background

The study showed that the numbers of male respondents were much greater than that of female respondents and the teaching-learning process, supervisor and leadership position were dominated by males in the secondary schools under the study.

Regarding the ages of the respondents, the majority of them were between the age ranges of 16-19 i.e 62(46%) and It was found from the response that, about 2(100%) of principals, 2(100%) of vice principals, were master's degree holders respectively and 2(100%) of supervisors were degree holders. While some of the of teachers respondents 36(88%) and 5(12%) of teachers respondents were first degree and master's degree holders respectively.

5.1.2. Response of respondents regarding attitude of Roles School Principals in Managing Student's Disciplinary Problems

Regarding the role of principals in managing students disciplinary problems were at moderate level of stratification of teachers on student's disciplinary problem which implies students' needs change their own disciplinary problem.

5.1.3. Response of respondents regarding Perceptions of students on factors affect student's disciplinary problems

Regarding the perception of student's on factors affecting student's disciplinary problems, teacher's respondents perceive that, absence of community involvement and shortage of resources such as textbooks, desks, teaching materials, libraries and classrooms is a factors. While student's respondents respond that; Lack of positive attitude, lack of commitment, teacher's lack of motivation and student's lack of punctuality is some of the factors affecting student's disciplinary problems.

5.1.4. Response of respondents regarding the level of participation of School Principals & their stakeholders in solving students'

Regarding the level of participation of school principals and their stakeholders in solving

students disciplinary problems the majority of teachers and students respondents response poor score which implies that, that school principal's participation is poor in handling student's disciplinary problems in area under study.

5.1.5. Factors that hinder the involvement of school principals & their stakeholders in solving school related disciplinary problems.

Regarding Factors that hinder the involvement of school principals & their stakeholders in solving school related disciplinary problems students and teachers respondents were responded that, school principals are not empowered to make decisions indiscipline problems, they are not motivated to participate, lack of awareness and experience how to solve students disciplinary problems.

5.1.6. Students Level of Satisfaction and their Participation in School Activities

Regarding students level of satisfaction and their participation in school activities both teachers and students respondents responses that, students have got to share their opinions in the matters about the school, students were satisfied with the quality of handling in disciplinary problems, students were satisfied guidance and counseling that help the students in the schools, teachers did know well their students doing on their disciplinary tests and assignments, students have the opportunity to participate in the decision- making in their disciplinary problems in the schools.

5.2. Conclusions

Based on the summary of the major findings, the following major conclusions are derived in relation to basic question of the study.

1. Majority of teacher respondents reported that favorable attitude towards conduct action research to improve the roles of school principals in managing disciplinary problems, encourage students to have a sense of pride in their achievements, assess the development of students social skills were vital to develop students' attitude towards to improve their bad disciplinary problems.
2. The participation level of school principals and their stakeholders in this research is found to be poor. This indicates that they are not taking part as expected. In the field of education without meaningful or high level of involvement of those school principals &

their stakeholders, the school may head in two directions which do not benefit all and much of the responsibility for achieving the objectives of the institution rests with those individuals in groups. In other words, should the meaningful involvement of stakeholders (students, teachers, and supervisors) nothing can be realized.

3. Perception of student's on factors affecting student's disciplinary problems, teacher's respondents perceive that, absence of community involvement and shortage of resources such as textbooks, desks, teaching materials, libraries and classrooms is a factors
4. According to these findings many factors, both internal and external to the school setting influence the ability and wasingness of school principals to be involved in school related activities and they widen the gap between policy and implementation.

5.3. Recommendations

Based on the findings and conclusions of the study, the following recommendations were forwarded.

1. The school principal strategies on students' disciplinary problems and methods that indicate the real achievements and perceived gaps of the school organization and staff should be employed. Furthermore, given-reflection in the part and parcel of the roles of school principals in managing of students' disciplinary problems and supervisors identify their individual students' disciplinary problems top priority through reflective practice.
2. Conducting action research and peer classroom observation where found to be the most effective method for the roles of school principals in managing students disciplinary problems implementation while studying students disciplinary problem activities in departments and experience sharing with other schools where also beneficial forms of understanding students disciplinary problems.
3. As finding indicate, lack of quality leadership skill, has hindered the practice of students disciplinary problems, especially, when immediate problem created school principals did not take corrective measure and solve the students' disciplinary problems. Therefore, adequate knowledge and skill needs to be got to solve students' disciplinary problems.

4. School principals in collaboration with Woreda education offices and regional education bureau officials have to organize students, teachers, supervisors and provide adequate orientations/trainings properly and instruct those stakeholders to develop ownership and to ensure real participation in managing students disciplinary problems. School principals have to update their attitude, commitments, and responsibilities towards in managing students' disciplinary problems in their respective secondary schools.

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APPENDICES

HARAMAYA UNIVERSITY

**Postgraduate Program Directorate College of Education and Behavioral
Sciences**

Department of Educational Planning and Management *Appendix I: Questionnaire for
Secondary School Students*

General Direction

Dear student, this questionnaire is for research purpose by Mr. Abdulahi on the topic entitled “the role of principles in managing student disciplinary problems in secondary school of kebrdahir city for master’s thesis at haramaya university. The questionnaire is prepared to get your opinion on how well the school has met its objectives and how you feel about your roles as a stakeholder in managing student disciplinary problem in your school. There is no right or wrong answers for these questions. The researcher interested only to your opinions, your answers was be used for only academic purpose and your identity was be kept confidential. The finding of this research is very much dependent on your genuine responses. Thus, the researcher kindly requests you to fill in and return the questionnaire honestly.

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

Thank you in advance for your cooperation!

education)

_____D. Partners with adults in improving the student disciplinary problems.

_____E. Sharing responsibility and authority to provide real solutions to the challenges thatSchool face in learning and teaching

_____F. If any _____

6. According to you, which of the following is (are) the major factors (s) that hinder your

Participation or involvement in the school ? 1st, 2nd, 3rd and etc. on the space provided

_____a. School leadership reluctant to support meaningful student involvement

_____B. Negative attitudes of teachers towards students' involvement

_____C. Absence of student council in the school

_____D. Adults are uncomfortable to learn from students

_____E. Shortage of time to participate

7. What do you think are the possible actions that should be taken to improve the involvement of students in managing student disciplinary problems in this school?

Part Three

Here are statements about your participation / involvement in your school. You may agree with some of these statements and you might disagree. Those statements are designed to

provoke a response. They do not necessarily reflect the options of the researcher. The researcher would like you to tell him what your attitude is to each statement by selecting. Strongly agree, agree undecided, disagree and strongly disagree

No	Statements	Evaluation				
		Strongly agree	Agree	undecided	Disagree	Strongly disagree
1.	I am happy to learn in this school					
2.	I am satisfied with the accessibility of guidance and counseling that help students in this school					
3.	I Am satisfied with the quality of handing in disciplinary problems students					
4.	I am satisfied guidance and counseling that help students in this school					
5.	Rights and responsibilities of students are clearly defined in this school					
6.	I am participating to make this school safe, healthy and secure environment					
7.	Teachers at this school are applying student centered teaching approaches					
8.	This school principals encourages me to have a sense of pride in my achievements					
9.	I am comfortable about approaching my teachers to talk about my problems					
10.	I am given opportunities to share my opinions in matters about this school					
11.	I believe that if i have concerns or suggestions, the school principals would respond me appropriately					
12.	Teacher let me know how well i am doing on my discipline, tests and assignments					
13.	I am encouraged to be involved in the school in all kinds of ways					
14.	The school is looking for ways to improve what it does based up on students opinions and suggestions					
15.	I got opportunities to share my opinions in matters about this school					
16.	Students have the opportunity to participate in decisions about their education in this school					
17.	Overall, i am satisfied with the level of participation of students in this school					
18.	Student council is actively working					

Part:-Two

1. Have you ever had any training or orientation on student disciplinary problems in the last three years?

A. yes _____ B. No _____

If your answer for question no.1 is 'yes' what is the frequency of your attendance of the training or orientation?

A. only once

C.

B. two times

D.

2. How do you rate the current status of managing student disciplinary problems in your school?

A. very good

B. good

C. average

D. poor

E. very poor

3. If your response to question no.4 is "d" or "e" what is/ are your reason (s)?

4. How do you rate your participation/ involvement as a student in solving students' disciplinary problems in this school?

5. According to you, what are the roles of students in managing student disciplinary problems?(Please rank your responses 1st, 2nd, 3rd and etc. on the space provided)

_____ A. actively participate in classroom management activities

_____ B. Exercise decision- making role in the school

_____ C. Taking responsibility for disciplinary problems (including goal setting for education)

_____ D. Partners with adults in improving the student disciplinary problems.

_____ E. Sharing responsibility and authority to provide real solutions to the challenges that School face in learning and teaching

_____ F. If any _____

6. According to you, which of the following is (are) the major factors (s) that hinder your Participation or involvement in the school ? 1st, 2nd, 3rd and etc. on the space provided

_____ a. School leadership reluctant to support meaningful student involvement

_____ B. Negative attitudes of teachers towards students' involvement

_____ C. Absence of student council in the school

_____ D. Adults are uncomfortable to learn from students

_____ E. Shortage of time to participate

7. What do you think are the possible actions that should be taken to improve the involvement of students in managing student disciplinary problems in this school?

Part Three

Here are statements about your participation / involvement in your school. You may agree with some of these statements and you might disagree. Those statements are designed to provoke a response. They do not necessarily reflect the options of the researcher. The researcher would like you to tell him what your attitude is to each statement by selecting. Strongly agree, agree undecided, disagree and strongly disagree

No	Statements	Evaluation				
		Strongly agree	Agree	undecided	Disagree	Strongly disagree
19.	I am happy to learn in this school					
20.	I am satisfied with the accessibility of guidance and counseling that help students in this school					

21.	I Am satisfied with the quality of handing in disciplinary problems students					
22.	I am satisfied guidance and counseling that help students in this school					
23.	Rights and responsibilities of students are clearly defined in this school					
24.	I am participating to make this school safe, healthy and secure environment					
25.	Teachers at this school are applying student centered teaching approaches					
26.	This school principals encourages me to have a sense of pride in my achievements					
27.	I am comfortable about approaching my teachers to talk about my problems					
28.	I am given opportunities to share my opinions in matters about this school					
29.	I believe that if i have concerns or suggestions, the school principals would respond me appropriately					
30.	Teacher let me know how well i am doing on my discipline, tests and assignments					
31.	I am encouraged to be involved in the school in all kinds of ways					
32.	The school is looking for ways to improve what it does based up on students opinions and suggestions					
33.	I got opportunities to share my opinions in matters about this school					
34.	Students have the opportunity to participate in decisions about their education in this school					
35.	Overall, i am satisfied with the level of participation of students in this school					
36.	Student council is actively working					

APPENDIX III
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioural Sciences
Department of Educational Planning and Management

Interview to be filled by supervisors

Dear respondents!

The purpose of this interview is to gather primary information about roles of school principals in managing students' disciplinary problems in secondary schools of kebridahar city, somali national regional state. These interview questions were prepared for secondary schools principals, vice principals and supervisors selected from sampled schools. So your responses for all parts of the directions would be kept confidential.

PART I: PERSONAL INFORMATION DIRECTION:

Indicate your response by encircling the letter of your choice or providing answer where blanks are given.

1. Name of your school_____ District_____
2. Sex: A) Male B) Female
3. Age in years A) 20-25 B) 25-30 C) 30-35 D) 35-40 E) 40 or above.
4. Work experience in years A) 1-5 B) 5-10 C) 10-15 D) 15-20 E) 20 or above
5. Academic qualification A) Diploma B) Degree C) Masters D) if any other, kindly specify

1. How the attitude of Principals can affects students Discipline?
2. To what extent the perceptions of is a factors for affecting students disciplinary problems?
3. What and how the role of principals Managing Students Disciplinary Problems?
4. What are the factors that hinder participation of school principals and other stakeholders on students disciplinary problems?