

Major Etiology of Indiscipline and Measures of Improving Discipline: Implication for Secondary Schools in Addis Ababa, Ethiopia.

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Abstract - The purpose of this study was to identify the major etiology of indiscipline and to determine measures of improving discipline of secondary school students in Addis Ababa. The researcher applied descriptive survey research design. Data were collected by using self administered questionnaires and analyzed based on descriptive statistical method. A pilot study was conducted to test the validity and reliability of the questionnaire and was found appropriate. The sample of the study encompasses purposive sampling method used to select five principals and random sampling methods were used to select 100 teachers and 250 students'. The study was carried out in between August up to October, 2018. Semi structured interview was used to collect data from the school principals and for the teachers and students a questionnaire and FGD were used. The study findings revealed that the majority of the respondents were in a position that it is the students who cause such acts of indiscipline. A careful look at both quantitative and qualitative aspects of the study the FGD and the descriptive statistics of causes of acts of indiscipline shows that, the school is the next cause of most of the acts of indiscipline. The findings in regards to the society and the media as the causes of indiscipline almost lie at the same level. In regards to the measures of improving discipline in the school, all the six measures indicated in the study were materialized by the majority of the respondents to be significance. In conclusion, the study highlighted that students discipline problem should be given due attention at the secondary school before it reaches to unwieldy stage.

Keywords - Etiology Of Indiscipline, Improving Discipline, Secondary School, Principals, Teachers And Students.

I. INTRODUCTION

The term 'discipline' refers to delivering a systematic instruction with a view to shape the personality of a student. Accordingly, the act of disciplining involves instructing a person to regard a particular code of conduct. On the other hand, the tendency to punishment often makes people to take the phrase to discipline with a negative connotation. Similarly, in the field of child development, discipline refers to methods of modeling character and of teaching self control and acceptable behaviors. For this reason (Reyes, 2006) observes that to be disciplined, is subject to content, deemed either a virtue - connecting benevolent discipline

procedure or a euphemism for punishment, which may also be referred to as disciplinary procedure.

On the other hand, school discipline refers to the whole set of mechanism applied to regulate the maintenance of order (rules) in schools. These rules may for example, define code of conduct in the context of dressing standards, time keeping, social behavior and work ethics. The term may also be used to refer to a particular punishment which is the consequence of transgression of the stated code of conduct. For this reason, the usage of school discipline sometimes may mean the administration of punishment rather than conforming to school rules.

When we are saying school discipline, we are also referring to the teacher's role. The teacher should be prudent enough to refrain from giving such venomous remarks of sarcasm, ridicule, nagging, scolding and satire. Furthermore, physical punishments which degrade the personal dignities of students, such as pulling and twisting the student's hair and ears slapping the jaws, shaking, kicking etc. should be avoided at all times. Not to mention derogatory and humiliating words which broke students heart such as dunce, fool, blockhead etc, should not be used. Thus, peer influence is a common factor as a contributing factor fomenting indiscipline in secondary schools. In general, indiscipline may be caused by home based, school based or other factors.

Discipline is defined by scholars from various perspectives. For example, Otieno (2012) defines discipline as a system of school character shaping where the learner is guided towards making reasonably fair decisions in the conduct of his/her school life. He further notes that a well intentioned management of school discipline saves substantial school resources from wastage and allows time for stakeholders in the school (student teacher etc.) to reflect on their actions. On the other hand Wango (2010) defines discipline as a process of training the individual's inner personality (esp. of the mind and character) in order to cement such good personality as self control, ordered behavior and skillfulness.

Finally, for Mbiti (2007) discipline refers to abstract notion applied to nurture ethical capability character as a vital embodiment of the human personality. According to him, discipline, gradually becomes an influential habit for acquiring self control. This definition underscores that the ethical capacity of the student is entrenched in his/her inner self and that the school principal/teacher play a pivotal role in bringing ethics of the students in to the lime light.

By the same token researchers have defined student indiscipline from the perspective of the school environment, student personal and socio economic conditions. Koutseline (2002) describes student indiscipline as any student desist behavior which transgresses/violates school rules and regulations. These rules and regulations may have variations among schools and also depend upon societal multicultural perceptions of ideal performance as understood in different perspectives. Needless to state, in schools where student indiscipline is rampant, it would become a serious challenge to the smooth teaching learning process and become a key worry for the school community and the society at large. For instance, in schools where discipline is a serious problem

(E.g. because students intimidate others) parents, can move their children to better schools. As the well behaved students usually perform well (Rigbly, 2000), their transfer can affect the academic performance trend in the previous school.

According to (Leach 2003), indiscipline has, often been a common incident of school life, the causes of which are profoundly entertained with the social; cultural historical and economic conditions defining contemporary societal life. It is therefore, imperative to note that teachers are expected to maintain order in their class rooms (Bogdan, 2004). Such a responsibility shall be taken as important as the teachers' daily responsibilities of imparting knowledge and facilitating student learning.

II. STATEMENT OF THE STUDY

To examine major etiology of indiscipline and measures of improving discipline in selected secondary schools of Addis Ababa.

A. Objectives

1. To analyze the major causes of indiscipline in selected secondary schools of Addis Ababa.
2. To identify the measures of improving discipline in selected secondary schools of Addis Ababa.

B. Design of the study

The study deployed a descriptive survey research design. This helped the researcher to collect current information in order to answer the research questions. The design was found appropriate and allowed the assessment of ensuing relationships between explaining variables and explanation of the topic. It also facilitates to have general understanding of the problem by studying the current status, nature of the existing circumstances and trends through relevant and precise information.

The study used quantitative and qualitative approach. The approaches are employed to generate comprehensive data using different instrument from different sources. The data collection also involves gathering numeric information (quantitative) as well as text information (qualitative) on interviews and FGD. Thus, the final record represents both quantitative and qualitative aspect of the study.

C. Sources of Data

The data for the study was obtained from both primary and secondary sources. In order to get first-hand information, primary data was collected from principals, teachers and students by using questionnaires, interviews

and FGD. Secondary sources of data were also collected from available relevant documents (books, journals, secondary schools, strategy document, and web-pages were referred and other resource document relevant to the study were used to support the data.

D. Pilot Study

The questionnaires were validated to maintain validity and to evaluate the appropriateness before they were administered. Validity and the reliability test were administered in one none sampled secondary schools, comprising 10 teachers and 20 students for the validity test. The purpose of the reliability and validity test was to check whether the investigator and the respondents were properly communicating through the instrument. Further, add some value to the content validity of the questionnaires on the base of the feedback obtained. Furthermore, reliability estimate for total closed-ended items were calculated using SPSS version 23, in order to know the internal consistency of the questionnaire. Hence, the reliability estimate for the total items using Cronbach alpha were found to be 0.731 for teachers and 0.745 for students' closed- ended items. After getting all the nine corrected items, the questionnaires were distributed and followed up for collection according to the time line.

E. Sample size and sampling procedure

In Addis Ababa city administration, there are ten sub cities, out of this ten sub cites five sub cites were selected by using simple random sampling theuniques and out of five sub cites five secondary schools were again selected by using simple random sampling theuniques. The target population of the study has been all grade 9 and 10 students from the five secondary schools which include, Yekatit 12, Yekatit 23, Abyot keres and Bole secondary schools from Government secondary schools of Addis Ababa. The majority of secondary schools in the whole ten sub cities share a more or less similar feature in management system and infrastructural facilities. For the quantitative assessment, the requisite sample size (SS) required was determined using single population formula assuming that, one in four respondents are dissatisfied based on our quick assessment with 0.05 level of significance and marginal error of 5.0% which yielded nearly 100 and divided the estimated SS equally across the schools.

Twenty teachers from each school were approached and recruited for their participation. In regards to the students community 250 of them were drawn from grade 9 and 10 who were attending in 2018 from the five sample schools to

participate in the questionnaire. Whereas for the qualitative assessment, five principals of the respective schools were recruited by using purposive sampling method and another twenty five teachers (five from each schools) were selected randomly from the five sample schools for FGD. After obtaining the list of the teachers and the map of the selected schools from city-government of Addis Ababa education bureau

F. Data collection and procedures

The researcher got an introduction letter from Addis Ababa University department of curriculum and instruction and thereafter applied for a research permit from the city government of Addis Ababa education bureau. Once the permit was issued, the researcher booked appointments with the principals to visit and administer the questionnaire. The researcher visited each of the schools and administered the questionnaire. The respondents were assured of confidentiality after which they were given enough time to fill in the questionnaire, after which the researcher collected the filled questionnaire. Interview and FGD dates were agreed upon and carried out at appropriate dates.

The qualitative data were collected using 6 research questions composed of close ended question items within the three major barriers influencing the implementation of active learning namely lack of learning resources, time factors and large class size adapted from the literature on barriers of implementing active learning through self administered tools. While for the qualitative interviewee question for the principals (principals are not teaching) in addition to the 6 semi structured tools for teachers and students I included management and policy questions taking into account the context of city government of Addis Ababa education bureau secondary schools.

The question in the tools ranged from teachers lack sufficient prior knowledge to implement active learning, Text books would not be covered if active learning is used, The classroom are too large to employ active learning'. The respondents were asked to respond to each item on a five point-scale i.e.-Strongly disagree, disagree, neutral, agree and strongly agree. However, to increase the quality of the responses, the return time was made short through continuous follow up. The researcher made the purpose of the study simple and clears to all respondents of the questionnaires in order to avoid confusion. Besides these, explanations were provided as required by the respondents and data collection was carried out according to the time schedule.

G. Data Quality

The quality of the data was observed at different levels and included the following: due emphasis was given to questionnaire designing to capture the objectives of the study, logically sequenced, free of scientific terms and non-leading structured questionnaire and pre-tested on 5% of teachers in government secondary schools of Addis Ababa city government education bureau. The interview and FGD process was made to comprise semi-structured interview questions set within a fairly open framework that allowed for focused conventional two-way communication to ensure a feasible triangulation of the responses given in the questionnaire. The collected data were checked by the investigators on daily basis for any incompleteness and/or consistency and timely action was made.

H. Data Analysis and Interpretation

In this study, quantitative and qualitative approaches of data analysis were employed. A questionnaire was used to collect data from the sample in order to answer the research questions posed. Four point likert rating scale was used to collect data statistical tools such as mean and SD were employed to interpret the data in order to answer the research questions. Responses were compared to find out those that reflected the same opinion. The assembled data were arranged and organized in tables. Finally using descriptive statistical analysis i.e. using mean and SD, the organized data were interpreted and analyzed quantitatively

and qualitatively. That is, the qualitative data was coded, The code was listed on the interview sheet for principals interviewees 1, 2, 3,4,5 whereas for FGDs teachers 6,7,8,9,10 for FGDs, students 11,12,13,14,15 categorized and patterned systematically to support the qualitative data. Thus data obtained through the close-ended questionnaire were analyzed quantitatively while those obtained through open-ended questionnaire, interview, and FGD analysis were analyzed and summarized qualitatively.

I. Ethical Clearances

The research followed the ethical standards of American Psychology Association (APA). After permission was secured from the city-government of Addis Ababa education bureau atand the respective schools, verbal consent was also obtained from each participant. After the objective of the study was explained to all of them in their local language and the right to withdraw from the study at any time were also communicated. Anonymity and confidentiality of the information was also assured and privacy of each respondent was maintained throughout the data collection process.

III. RESULT AND DISCUSSION

Six teachers and seven students who volunteered in the five schools failed to complete their questionnaires; properly and thus were dropped from the study. The final sample considered in the study consists of 94 teachers and 243 students yielded a 96% response rate.

Table 1 School based factors that causes indiscipline

No	Items	N	Mean	SD	N	Mean	SD
1	Poor management of some school principals	94	4.00000	1.116831	243	3.75309	1.116831
2	Poor teaching by some teachers	94	3.5851	1.05147	243	3.7407	1.17246
3	Lack of extracurricular activities	94	3.8298	1.12296	243	3.9095	1.05236

As indicated in table 1, item 1, the mean and SD scores of teacher and student respondents, vis-à-vis the item 'poor management of some school principals' were mean 4,0000 and SD 1.6831 for teachers and mean 3.75309 and SD 1.6831 for students respectively. These mean and SD scores for the respective teacher and student respondents reveal that the respondents in both student and teacher categories

were in agreement as to the fact that poor management by some school principal has been a contributing factor for the presence of student indiscipline.

In this regard student FGD₁₁ participants made a case on why poor management by some school principals lures some students into inappropriate behaviors. According to them, some of the school principals and the teachers fail to

show-up in the school yard and /or their assigned duties during week days. 'Such a situation on-the fled managerial vacuum often gives room for a sense of idleness and boredom in the part of students.

The lack of a caring atmosphere in the school compound in turn, lead students to distance themselves from regular school visit. Instead, students will chose to offset their feeling of resentment by looking for inappropriate or harmful measure episodes outside of the school compound. Unfortunately, most of the students leaving the school compound end up in cigarette smoking. Khat chewing (Khat is a kind of herbal stimulant) and video watching etc." Further, student FGD₁₅ elaborated that, the need to address student indiscipline as one of the crucial duties and responsibilities of the school management. By putting in place functional school code of conduct together with guidance and counseling the school management can address student indiscipline. Yet, the school management's will bear fruit only if there is a serious follow up of student code of conduct implementation and taking strict action as per the report given by the counselors. Coming to table 1, item 2 (poor teaching by some teachers), the mean and SD scores of teachers stood at mean 3.5851 and SD 1.05197 while that of students mean 3.7407 and SD 1.17246.

These figure shows that teacher and student respondents are in agreement as to the fact that poor teaching by some of the teachers' were one of the factors causing student indiscipline.

At this juncture, it is worth noting that looking up to students' interest is imperative to minimize the occurrence of student indiscipline. In this regards, learning domains (concept, value and skills) requires accommodating a number of key futures realities to the students and the overall teaching learning experiences. Failing thereof will result in by needed classroom task thereby pushing students to develop apathy towards the teacher as well as to the subject matter he/she teaches.

Accordingly, students' interest during class-room teaching can be a success only if additional assistance or training for teachers is provided. On top of this, change of teachers' mind-set from lecture method to a more interactive learning method that enhances students' motivation to participate. Thus, this change plays a pivotal role in the decrease of student indiscipline. Student FGD₁₄ participants

also pointed out that teachers were not effective enough in class room teaching. "Though teachers are knowledgeable in the subject- matter they are assigned to teach, they are not good at effective delivery of the content due to poor pedagogical skills, the students further stated".

On the other hand, principal interviewee's₁ participants noted that students are not acting as per the rules set by their respective secondary schools. "If the school tries to take disciplinary measure against wrong doer student, the local education bureau could reverse the decision of the school". Such measures by the local education bureau, according to the principal, frustrate the school community's effort to take appropriate corrective measures whenever disciplinary problems occur among students community.

Table 1, Item 3 lack of extra-curricular activities in the secondary schools were mean 3.8298 and SD 1.2296 for teacher respondents and mean 3.9095 and SD 1.05236 for student respondents respectively. This means both students and teachers consider lack of extracurricular activities in the secondary school to be causes for student indiscipline

Principal interview₅ confirmed that students have been registered to extracurricular activities at the beginning of the academic year in their respective secondary schools. According to them, so far almost 19 extra -curricular clubs were organized as per the existing rules and regulations. "Students were being registered in their interest and assignment of staff members have routinely been assigned to run the clubs throughout the year. Unfortunately most of the clubs are not functional".

That being the actual fact on the ground, evidence from literature suggests that students who participate in extracurricular activities generally benefit from the many opportunities arising there from. Advantages of involving in extracurricular activities help to achieve better academic performance, increase more regular school attendance and develop good self concept. Those who participate in extracurricular activities often have higher grade point average, a reduced rate of indiscipline and closer attachment to the school. Given such benefits, extracurricular activities need to be launched at the school level in an organized manner. Needless to state, the extra-curricular undertaking thus launched should accommodate student interest in the participation. Such an approach is instrumental to improve student self-esteem and academic achievements.

Table 2 Society based factors that cause indiscipline

1	Items	N	Teacher		N	Students	
			Mean	SD		Mean	SD
1	Poor value system	94	4.0426	.81538	243	3.5679	1.19508
2	Parental negative response of students	94	4.0213	.70297	243	3.7695	1.11543
3	Unpleasant mass media	94	3.7234	1.05141	243	3.9300	1.21596

From the figures relating item1 of table 2 one can conclude that teachers and students perceive that poor value system as a cause for student indiscipline. The mean and SD scores of teacher and student respondents were teachers mean 4.0426 and SD .81538 and students mean 3.5679 and SD 1.19508 respectively. These figures explain that both teachers and students have of the view that poor value systems are factors that cause student indiscipline.

Principal interviewee's₂ reported that students fail to give due attention to their studies. Most students feel demotivated seeing their graduated sibling or close relative remain jobless afterwards. Thus, such students opt to stop pursuing their school education convinced that it will be to no avail for their future. Looking deep into the situation, the reason for the de-motivation is not that students lack the necessary value system to appreciate the benefits of their studies. Rather it is because the required value system is not available in the school community and the society.

The value system is presented in such a way that makes it very hard for students to accommodate. Habitually, students with good value system command good quality reasoning ability. This means, as long as they are not subjected to poor value systems they will be able to appreciate the benefits of schooling. It's therefore, an urgent need, to improve the processing of information towards value system of students.

Close look at the responses to item 2 of table 2 (parental negative response). One can figure out that teacher and students appreciate the impact of parental negative response in causing student discipline. The mean and SD scores of teacher and student respondents were mean 4.0213 and SD .70297 for teachers and mean 3.7695 and SD 1.11543 for students respectively. These show that both teacher and student consider parental negative responses as the cause of student indiscipline. Elaborating further FGD₁₃ students noted that the poor economic situation and living standard

of parents force them to give little or no attention to their children. For example, a father who work as a gate keeper and mother selling tomato for daily income will have little time and energy to spare for following up the education of their children.

Besides these challenges, some parents fail to offer a measure of respect for school management personals and teachers. Yet another category of parents show indifference to follow up their children academic achievement. Nonetheless, the net effect of all these factors lead student indiscipline and in worst cases high turnover of school drop outs. On the other hand, the principal interview's₃ in regards to the attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents in regard to education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result less performance. While, positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance, creating interest among children to participate in extracurricular activities.

Table 2 item 3, The mean and SD scores of teacher and student respondents for the item' unpleasant mass media' were shown to be mean 3.7234 and SD 1.051417 for teachers and mean 3.9300 and SD 1.21576 for students respectively. These figures reveal that both teachers and students attribute unpleasant mass media as the cause of student indiscipline. In this regard, FGD₈ participant teachers stated that mass media's were not in a position to be a role model for shaping student behavior. In conformity to this, many studies indicated that the portrayal of alcohol in the mass media impacts viewers' alcohol anticipation, attitude, and behaviors. In this regard, Hanewinkel et al., (2012) stated that youngsters are clearly vulnerable to

media influences that present drinking behavior. On the other hand, according to WHO (2014), around 8–10 liters of pure alcohol per capita are consumed per year in high-developed regions. Existing research has revealed that an issue accountable for the continually high alcohol use rates is the presence of alcohol in mass media.

According to FGD₉ participant teachers, the mass media available for students remain pretty much a liability rather than an asset. Further, explaining the negative role played by the mass-media, in the realm of student discipline, these teachers made explicit reference as to the sensational nature of advertisements aired in TV and radio channels. Almost all of the FGD participants pointed out to the fact that good deal of entertainment programs focus on glamorizing freaky, dramatic personas, musical sense full of rivalries' in the form of alcohol drinking, smoking and vulgar languages. Further compounding the problem, such artistic program episodes in the mass media are often sponsored by brewery factories. Counting on the impact of such sponsorship, one FGD₁₀ teacher participant aptly summarized the contradictions in the following terms "Most of the entertainment programs in the mass media, now a days, are sponsored by brewery factories. It's really ridiculous to see that a football program or any other youth related sporting event being sponsored by beer products were within 5-10 minutes of the commercial break. The presenter does its level best to tantalize his/her youth audience with such enticing slogans as a 'beer made more' a beer for the next generation etc."

All in all, the response from teacher FGD₈ participants, revealed that inappropriate media messages through broad communications of alcohol, tobacco indecent dressing etc.

These have got far-reaching repercussions on the subsequent school discipline of students.

This is because such media outlets are addressed to the wider school community, the members of which obviously include the youth segment who sit in school classrooms. It was pointed out, during the principal's interview's₄ session, that school management takes strict disciplinary measure on defaulting students which go as far as suspension from the school. It was shown, however that the repeated action taken on troubling students in pretty good number of cases fail to achieve the desired results. According to FGD₆ participant teachers, the blanket disciplinary measures taken against troubling students render them to emotional and behavioral confusion. Such a confusion in turn push students to involve in school disengagement characterized by loss of appetite to learn and in worst cases dropping out of the school altogether.

From what is presented above, one can safely conclude that interactions that produce the appropriate student discipline within schools are affected by various non-school factors (i.e. factors other than rule-based measures). Thus, it is imperative to note that, if student discipline is effectively ensured. The school management needs to take into account of such psychological and psycho-social factors. As maturity level of the student concerned, school culture, student socio-economic status, pedagogical responsive demands, student and teacher role prospect and capability to meet the school established potentials for their roles.

Table 3 Students based factors that causes indiscipline

NO	Items	N	Teacher		N	Students	
			Mean	SD		Mean	SD
1	Inappropriate dressing	94	3.8511	1.09699	243	3.8724	1.24490
2	Low self concept due to constant negative label	94	4.0532	.78105	243	3.7613	1.14660
3	Dishonest to teachers	94	4.0638	1.11499	243	3.9177	1.24042

The figures vies-a-vies table 3, item 1 reveal that the mean and SD scores for teacher and student respondents stood at teachers mean 3.8911 and SD 1.09699 while that of students mean 3.8724 and SD 1.24490. That means both

the teachers and students view inappropriate student dressing to be one of the factors causing student indiscipline.

In this regard, teacher FGD₁₀ participants complained that, "Although, the ministry of education's rules and regulation require students (both at the primary and secondary school level) to wear school uniform. Its implementation is not satisfactory as school management is after negligent in the follow-up of student's dressing. Because of this it's not uncommon to see students coming to school wearing any cloth they want to, including patched trouser"

It's obvious that school discipline rules and regulations are meant to ensure school code of conduct. It's also important to note that the aim of the rules and regulations overall intent is to nurture a particular school disciplinary norm. In this context, the code of conduct requiring student school uniform, arguably expects a certain anticipated value norm in school attire. Further, the school uniform is also considered as part and parcel of a comprehensive school - wide ethics and sustainable moral standard.

The challenge of inappropriate student dressing in the school premise can well be addressed by the consistent application of school revelation dealing with student uniform. Proper application of such regulations has a long term implication to instill a culture of discipline among the student community in relation to the standard school attire. On the other hand, from the responses given by teacher FGD₈ participants it's not that student are unwilling to wear school uniform from a sense of sheer defiance towards the stated requirements on rules and regulations. It's rather because students are dependent on their parents to get the uniform. As a result, if the parents failing to buy the required school uniform, the student will have no option but to wearing other clothes. In another perspective, some of the concerned school management's becomes indifference to follow up the wearing of uniform. Thus, a culture of impunity will flourish thereby making students unconcerned about the very reason for wearing uniform. It's therefore crucial that both parties (parents and school management) full fill their responsibilities at all times.

Item 2 of table 3 (low self concept due to constant negative label) teachers mean 4.0638 and SD 1.11499 and students mean 3.9177 and SD 1.240422 respectively. From this one can conclude that teachers and students are in agreement as the fact that low self-concept is one of the causes of student indiscipline.

In this regards, student FGD₁₂ participants noted that the school community and parents do not give them due respect, "They consider us someone having no use for the society" the students complained. In this regard,

emphasizing the relationship between self-discipline and societal expectation. (Joseph, 2010) stated that "Self-discipline is a willingness to accept rules and regulations laid down for guidance and the ability to act in accordance with what is expected of the individual by the society'. Accordingly, so as the students develop self discipline, the society and the school should give respect for students. Such a situation allows students to act as per the rules and regulations of the school; thereby enabling them to improve their academic achievements.

The mean and SD scores of respondents vies -a-vies table 3 item 3 (Dishonesty towards teachers) were shown to be teachers mean 4.0532 and SD .78105 and students mean 3.7613 and SD 1.14660 respectively. As in the case of the previous item (item 2) the figures at hand indicates that both teachers and students consider dishonesty towards teachers to be one of the causes of student indiscipline. Teachers FGD₉ participants stated that students fail to give respect for the teacher. "If the students are not respecting the teacher, how can we respect our job and be motivated to bring the expected behavioral change among students" One teacher regretted,

On the other hand, it is worth noting that students' misconduct in the form of teacher disrespect hampers the smooth flow of the teaching and learning process. Furthermore, lack of student respect for teacher gradually results in poor student academic performance and in the worst case drop-outs. On top of these, students' misbehavior is considered to be a major source to teachers' indifference towards students' academic performance in particular and deteriorating school improvement in general.

To thwart the ill effects from student misbehavior it is important that school management be accorded with competency to deal with misbehaving students according to the school rules and regulations. Now a day, disciplinary problems are rampant across the secondary schools dealt in this study. Almost all of the respondents claimed that students have little or no respect for their teachers as well as school management personnel. As to the major types of indiscipline within schools, Peterson and Rosser (2008) indicated that, serious breaches of school discipline policy include assault by student on teachers and other students, sexual and other forms of harassment, threat and intimidation of teachers and other students, possessing offensive weapons, supplying or using illegal drugs, and intrusion into the school or classrooms by adults with the intention of confronting teachers.

A. Findings on the causes of indiscipline

The results of the study revealed that respondents shared similar views on the causes of acts of indiscipline. The responses further showed that:

1. School disciplinary problems are attributed to the individual student's, the society and the school in that order considered being the leading cause of most of the disciplinary problems in the secondary schools.
2. With regards to poor management both teachers and students reported that poor management contribute for the presence of student indiscipline
3. Poor teaching by some of the teachers' was one of the factors causing student indiscipline.
4. It was indicated that both the teachers and students view unpleasant mass media as the cause of student indiscipline
5. To solve the problem of indiscipline, the findings revealed that effective and appropriate mechanisms of consistent guidance and counseling need to be put in secondary schools in order to maintain the required discipline standards in the school.

B. Findings in regards to measures for improving discipline in the secondary schools

The mechanism to ensure functional and comprehensive discipline in the school cannot be granted for there is no readymade formula for each school situation. It's therefore deemed appropriate, in this study, for respondents to indicate the workable measures that they consider to be suitable for the school situation. The measures they suggested could then be used as input for future school rules and regulations meant to ensure school discipline. For this reason, open ended questions were asked for both teachers and students so as to let them indicate for improving discipline in the schools.

From the response they provided for the questions, the appropriate measures they deemed necessary to curb indiscipline in the schools were:

1. Providing recognition for the best disciplined student of the year, among others, by posting their photos together with their remarkable deeds on the school bulletin board. According to them such an approach will give a useful lesson and motivation for other fellow students
2. Encouraging teachers to be empathetic towards their students' individual differences at the school level.
3. Ensuring collaborative between parents and teachers through PTA (Parent teacher association) members.
4. Clearly stating and implementing rules and regulations in the school. Here students should be given the chance to participate in developing schools rules and regulation and the follow-up on implementation thereof.
5. Allowing students to take part in decision making process so that they can develop a sense of belongingness to the school.
6. Counseling service should be arranged for misbehaving students and its implementation should be duly reported to the school discipline committee. In the light of the major findings of the study, the following conclusions were drawn:-

IV. CONCLUSIONS

Disciplinary power of school is provided by the very fact of its exercise. Discipline on the other hand is an important pre-requisite for the orderly flow of societal interaction. The school environments and students' disciplinary encounters have been shown to be increasingly prevalent and disciplinary measures employed have changed over time.

This study was therefore assessed the views of principals, teachers and students in selected secondary schools of Addis Ababa. The rational for this study also rests on the fact that increasing wave of misconduct and its resultant effect made school indiscipline one of the major problems of school management. Further, this study concluded that there were a number of major indiscipline problems in secondary schools of Addis Ababa, which needed to be given more attention. Based on the findings of the study, the researcher identified the following major recommendations

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following three important recommendations are suggested:

1. School managements, parents and teachers should be good role models and have a duty to offer guidance and counseling to students.
2. The school should reduce indiscipline through increased supervision and implement the rules and

regulation in collaboration with students in an appropriate manner.

3. Enforcement of school rules by the school community help in curbing indiscipline problems long before they occur.
4. In appropriate school rules and regulations were rather compelling students to be aggressive rather than curbing their existing problem.

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