Student's Indiscipline in Secondary Schools: The case of the Eastern Part of Ethiopia

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ABSTRACT

The indiscipline challenge in schools is ranked as a major problem among students of primary and secondary schools in Ethiopia. Disruptive behavior is a concern to schools and parents and to fellow pupils, whose education may be adversely affected. The aim of this investigation was to identify the level of students' discipline problems and the degree of disruption to teaching and learning in senior secondary schools in the Eastern part of Ethiopia (SSEE). This study surveyed four hundred teachers and one thousand five hundred sixty students at SSEE. Results of the study confirmed that students and teachers were experiencing high levels of school indiscipline with the most frequent being cheating, disrespecting teachers and principals, late coming, skipping classes, hyperactivity, and lack of concentration, deliberate defiance of school policies, and using mobile phones in classes. In addition, the degree of the effect that indiscipline in teaching-learning was extremely high in the study area. The study highlights the necessity for further assessment of the causes and management of indiscipline in Ethiopian secondary education classrooms.

Key Words*: Students' Indiscipline, Senior Secondary School, Teaching-learning.*

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1. INTRODUCTION

Indiscipline and misbehavior are the two terminology most frequently present in the literature. Apart from them, terms like misconduct, school disorder, and behavioral complexities in school [1-2], poor behavior, troublesome behavior, disruptive behavior, and unacceptable behavior appear, each of these terminologies being defined by somewhat different prevailing signs. Johnson, Z. D et al., also define disruptive behavior as "an activity that disrupts learning, student misbehavior has invariably proven to be a detriment to classrooms across grade levels and contexts" [3]. Misbehavior is described as "behavior that is deemed inappropriate for setting or scenario in which it occurs'' [4]. More specifically, deviant behavior as an indiscipline act often delineates an action that contravenes with both formal and informal appropriate regulations in social communities.

Indiscipline of secondary school students is a serious drawback affecting learning institutions in Ethiopia and the world [2, 5-15]. Students' indiscipline is as old as school itself, and a school without (at least some) indiscipline is virtually nonexistent. School indiscipline has undoubtedly been reported since ancient Greece and persists in contemporary times. Besides, there has been a sharp increase in violence in schools in recent years in developing countries [14] & [1]. Classroom indiscipline and violence in schools also receive attention from the public and the media [16]. It is a social and political problem that affects each individual in society and the world today.

As a diversion from prescribed norms, indiscipline is manifested through class boycotts, drug abuse, and alcoholism, thefts, and vernacular speaking [13]; absenteeism, quarreling, cheating, and disruptive behavior, late coming, not doing the given tasks, talking without permission during the lesson, hyperactivity and lack of attention, carelessness, and being rude [9], [16], assault on school prefects, wearing dirty and wrong uniform and mass protest [12]; rudeness to teachers, bullying, sexual harassment and damaging school property and talking out of turn, no attentiveness, daydreaming and idleness [7]. The problem now is somewhat alarming and has become an everyday scenario that has worsened teaching in secondary schools.

Indiscipline has a great influence on teaching learning and the overall goal of schools. According to [17], teachers feel that effects of indiscipline are poor scholarly performances and loss of concentration on educational objectives as well as fear of insecurity. Classroom teaching and learning have also been disrupted by negative behavior on an everyday basis. As Shibeshi, A believes, students' behaviors that disturb the learning environment have a rippling impact on students or their classmates, the school, and subsequently, the immediate distant community [2]. Therefore, disasters in schools, including drug abuse, antisocial behavior, and student unrest are, critical problems that need cautious investigation and to take remedial actions.

In Ethiopia, various studies proved that school indiscipline has been a major factor humiliating the work of teaching learning in classrooms of primary and secondary schools; hence, teachers have unanimously reported the existence of almost all types of disruptive student behavior irrespective of the variations in the nature, operation, and background of the schools. For instance, a paper by [14] covering eight schools around Addis Ababa, reported 240 violent incidents (on average, thirty cases per school). The study also showed that there is significantly more violence in senior than, junior schools. Violent acts span from intimidation and the application of minor physical force to bullying, snatching property, attempted rape, injury to sensitive organs, stabbing, and even deaths. Accordingly, 60% of pupils experienced a high- to medium-level of negative impact of violence on the teaching/learning process and their emotions. More than 40% of the students in this study also described that they had either repeated classes or dropped out of school owing to violence (p. 11). Case Study by Berhanu, K. Z. et al., in primary school classrooms also concluded that teachers had negatively perceived the discipline of students in primary schools [16].

Acoording to Eshetu A. A indiscipline issues and troubles in Ethiopia worsened from time to time and ranged from common absenteeism to drinking alcohol and smoking cigarettes [9]. He's also found 23 most common dicipline issues in high schools of Addis Ababa city. Similarly, a survey study by Shibeshi [2] reported the same kinds of disciplinary challenges in junior and senior secondary schools in Addis Ababa city but included, truancy or absence, jumping over the fence, lack of interest in education, property damage or vandalism, telling lies, fraud, fighting among students, bad habits e.g., smoking, getting drunk, insulting/attacking, teachers, profanity and theft. In Shashemene town, the problem of misbehavior was not only prevalent but also, very traumatic and worsening across time at the Shshemene secondary school [18]. Primarily based on the shreds of evidence, it is viable to infer that the potential for students' indiscipline appears to have come to the fore within the country's major cities, towns, and local states. Indiscipline in nature is multifaceted and tends to disrupt ordinary classroom activities in schools inducing fear in educators and creating an unhealthy atmosphere. Its miles obvious that the quality of education is deteriorating each day due to many factors; subsequently, indiscipline seems particularly [18] and [29].

The studies listed above, however, have numerous limitations. For example, most studies have examined indiscipline at public SS and are limited to main cities and towns without considering the effect of different contexts and settings on indiscipline. Nevertheless, problematic behaviors are essentially social constructs and accordingly are culture-related [3]. As a result, certain behaviors regarded as complicated in one way of life/setting will be commonplace as normal in another. In addition, studies on pupil misbehaviors have found that school behavioral issues within the classroom vary consistently with the class, lesson content, academic stage of students,time,situation,student characteristics, and the teacher's traits [20] & [21]. However, as cited above, most of the studies focused on either instructors' or students' perspectives only. Theoretically, it is far essential to examine the discrepancies among instructors and students regarding pupil misbehavior and understand how such variations can also have an effect on school policies on school discipline and counseling. Subsequently, researchers together with Sun and Shek advocated the significance of apprehending the views of various stakeholders, looking at things from different angles, and hearing the voices of various events. Generally, a better knowledge of the perception that both teachers and students have about misbehavior within the lecture room will cause greater effective ways to hold control and discipline in academic settings [22]. Therefore, this investigation employed many stakeholders' views and perceptions from both public and private senior SS in the Ethiopian context.

In addition, another limitation can be the small-scale case studies with notably small sample sizes and focusing on junior secondary schools is a drawback. As an example, Berhanu, K. Z study involved only eight participants [16]. Therefore, the representativeness of the samples may be difficult and is quantitative. Consequently, interpretation of the results obtained may be limited. Despite the alarming increment of the problem, there are not published empirical works available on students' indiscipline at SS within the study area. Thus, this study adopted a comprehensive research methodology with a representative sample size to have a wider and deeper understanding of the prevalence and effects of students' indiscipline on teaching and learning at senior SSEE. To achieve the aim of the study, an attempt was made to answer the following basic questions: How do the major discipline problems occur among senior secondary students in the eastern part of Ethiopia? To what extent does the identified indiscipline affect learning and teaching in the study area? Are there statistically significant differences in the most frequent type of indiscipline and level of effect on teaching learning between teachers and students at SSEE?

2. MATERIALS AND METHODS

A descriptive survey design with mixed approach was used to conduct this study since it is more preferable to examine the status and level of effects of indiscipline in teaching and learning. The survey was conducted at the public and private Senior Secondary Schools (9-12) located Dire Dawa City administration, Harari Regional State, East Hararge Zone, and West Hararge Zone in Ethiopia. 400 teachers, 1,560 students, 24 school leaders and 27 chiefs of students' councils participated in this study selected through multistage sampling techniques from 27 senior secondary schools. After selecting the required number of schools, teachers and students were selected through proportionate stratified sampling technique from four local zones and districts in the study area. Finally, teachers and students randomly selected from each of the 27 schools. Moreover, key informants like school leaders and chiefs of students' councils provided their responses on the status of indiscipline through interviews selected purposively based on their year of experience in management of schools.

Two questionnaires and semi-structured interviews were employed to collect data. Accordingly, the questionnaire designed to solicit teachers' and students' perceptions regarding indiscipline. The questionnaire listed 19 types of indiscipline that have been generated from the literature and from discussions with student teachers who had just completed their teaching practice in local schools. It has two parts: the first part is about the frequency of specific discipline problems using a 5-point scale (1=never, 2=rarely 3=sometimes, 4=frequently, 5=always) and the second part is concerning the extent of disruption of each indiscipline case in teaching-learning activities by using a 4-point scale (1=not disruptive, 2=slightly disruptive, 3=moderately disruptive, 4=very disruptive). They were allowed to add other types of indiscipline they had identified that were not listed in the questionnaire. This instrument was pilot-tested among twenty students and teachers at one school in Harar city. The participants in the pilot were asked to write down what they considered indiscipline in their school. Based on their responses, the instrument was revised for clarity. The first author reviewed the responses and conducted a brief follow-up interview with some of the participated students and teachers if clarification of their responses was needed. Moreover, interview sessions were also conducted with key informants regarding the overall status of school indiscipline and their influence level in the work of teaching learning in their schools. Permission for the students to participate in the study was obtained from the respected Regional and Zonal education offices and the school principals of the twenty-seven schools.

Data analysis was carried out after the questionnaires had been administered and the follow-up interviews were conducted. The frequency of indiscipline behaviors and their effects were tabulated based on types of respondents across schools for comparison. Comparisons were made across respondents by using an independent samples t-test.

3. RESULTS AND DISCUSSION

Current status of students' discipline problems in secondary schools

Table 1: Descriptive statistics of disruptive behaviors; N=380 Teachers + 1450 Students

	Type of indiscipline	Mean	SD
1.	Late coming	3.0789	1.13780
2.	Idleness and lack of interest in education	2.7105	1.11088
3.	Hyperactivity and lack of concentration	3.0000	1.12100
4.	Using a mobile phone in class	2.5877	1.05437
5.	Talking in class	3.5012	1.12763
6.	Absenteeism/skipping classes	3.0088	1.10906
7.	Cheating	3.7895	.76971
8.	Boycotting classes	2.8070	1.21842
9.	Bullying	2.1420	1.17115
10.	Teenager pregnancy & abortion	1.7895	.92625
11.	Fighting	2.0789	1.06551
12.	Bringing some dangerous weapons to school	1.7544	1.01808
13.	Deliberate defiance to school policies	2.9737	1.20809
14.	Vandalism of school property	2.1667	1.05526

15.	Stealing	2.2632	1.19773
16.	Participating in political activism	2.4474	1.25573
17.	Disrespecting teachers and principals	3.2544	.86025
18.	Drug use/abuse	2.8421	.98285
19.	Causing ethnic disturbance	2.1930	1.19643

Scales of interpretation <0.5-never; 0.5-1.49-rarely; 1.5-2.49-sometimes; 2.5-3.49-frequently >3.5-always

As seen in Table 1, the above respondents had experienced all of the behaviors that were listed in the survey at some point during their school years. The most frequently experienced 'disruptive' behaviors include cheating, talking, disrespecting teachers and principals, late coming, absenteeism, hyperactivity and lack of concentration, deliberate defiance to school policies, using mobile phones in class, boycotting classes, drug use/abuse, idleness and lack of interest in education, vandalism of school property and participating in political activism by the mean value of 2.5 and above. It was also evident that bullying, fighting, teenager pregnancy & abortion, and bringing some dangerous weapons to school were perceived as the least frequent indiscipline cases with a mean score of between 1.5 and 2.5.

Results from the interview also confirmed the frequent existence of major indiscipline cases in schools. For instance, they mentioned aggressiveness, insulting teachers, using mobile phones in classes, jumping over school fence, lack of mutual respect between teachers and students, students lack interest in learning, using drugs like 'Shisa', 'Hashish', Khat, and cigarettes bullying, having a sexual relationship with student girls, teenager pregnancy, disturbing in school, not dressing school uniform and fighting with teachers as indiscipline behavior. However, some respondents also claimed they were brought before the school disciplinary committee for committing minor offenses such as habitual lateness to school and playing truancy, which to them did not constitute indiscipline.

Students and teachers were asked to identify and describe any disruptive behavior that has not been mentioned students identified several disruptive classroom behaviors that had not been included. These are sleeping in class, students shouting out in class, asking questions that have already been answered, pushing/kicking the chair in front, discussing issues not relevant to the topic, passing notes, interrupting the teacher, and being unable to hear the teacher or take part in the discussion, moreover, the responses from the open-ended questions showed most acts constituted indiscipline behavior. Though the indiscipline acts committed are not so violent, care must be taken to it before seemingly less violent problems develop into major student crises.

This finding is similar to the common types of misbehavior identified by [9], [18] and [2] in Ethiopian Secondary schools. Accordingly, the top-ranked frequently observed misbehavior included tardiness, absenteeism and disturbing in the classroom like talking without permission, using cell phones, etc., cheating, and least efforts, sexual harassment, daydreaming inattentiveness, and disruptive behavior fighting, extortion/ coercion, mob action, as well as failing to follow teacher's instruction and also the use hashish by some students though outside the school. In contrast, trending behaviors such as boycotting classes, participating in political activism, teenager pregnancy & abortion, and bringing some dangerous weapons to school were among the relatively frequent but severe types of indiscipline exclusively explored by this study which certainly have a reciprocal effect on the quality of education.

Moreover, the type of indiscipline considered to be common and frequent in the study area are not different from those found in various parts of the world such in Nigeria, [11,17,23-24].   China by identified different forms of indiscipline exhibited frequently in secondary schools like rudeness to teachers, sleeping in class, stealing, absenteeism, fighting, disobedience, truancy, examination malpractice, drug abuse, leaving school before closing time, eating in the classroom, bullying, late coming to school, refusal to do an assignment, sexual harassment, telling lies, disruptive behavior and damaging school property [7-8].

Table 2: Independent samples t-test between the means of teachers and students on the frequency of indiscipline N=380 Teachers + 1450 Students

	Variables	N	Mean	SD	F	Sig.
1	Late coming	Student	2.9038	1.27202	4.887	.059
		Teacher	3.2258	.99868		
2	Idleness and lack of interest in education	Student	2.2308	1.09572	1.156	.000
		Teacher	3.1129	.95993		
3	Hyperactivity and lack of concentration	Student	2.8269	1.24808	5.312	.063
		Teacher	3.1452	.98923		
4	Using a mobile phone in class	Student	2.6731	1.16688	.891	.347
		Teacher	2.5161	.95371		
5	Talking in class	Student	3.2707	1.31415	1.607	.208
		Teacher	3.2645	.93862		
6	Absenteeism/skipping classes	Student	2.3654	1.31401	11.360	.001
		Teacher	3.3290	.89596		
7	Cheating	Student	3.5769	.77576	3.805	.054
		Teacher	3.9677	.72356		
8	Boycotting classes	Student	2.7692	1.35206	5.098	.206
		Teacher	2.8387	1.10429		
9	Bullying	Student	2.5115	1.36247	8.681	.000
		Teacher	1.8065	.95538		
10	Teenager pregnancy & abortion	Student	1.7885	.84799	.406	.525
		Teacher	1.7903	.99403		
11	Fighting	Student	1.8462	1.07347	1.355	.247
		Teacher	2.2742	1.02700		
12	Bringing some dangerous weapons to school	Student	1.7885	.97692	.262	.610
		Teacher	1.7258	1.05845		
13	Deliberate defiance to school policies	Student	2.1731	1.21625	12.935	.000
		Teacher	3.6452	.67985		
14	Vandalism of school property	Student	2.0000	1.12022	1.052	.307
		Teacher	2.3065	.98495		
15	Stealing	Student	2.2308	1.26205	.707	.402
		Teacher	2.2903	1.15072		
16	Participating in political activism	Student	2.2692	1.22259	.820	.367
		Teacher	2.5968	1.27343		
17	Disrespecting teachers and principals	Student	2.9423	.75182	6.503	.000
		Teacher	3.5161	.86350		
18	Drug use/abuse	Student	2.9231	1.16898	4.848	.060
		Teacher	2.7742	.79793		
19	Causing ethnic disturbance	Student	2.0769	1.20206	.333	.565
		Teacher	2.2903	1.19270		

Table 2 above result shows that in many instances, respondents perceived the same level of frequency of students' indiscipline. Specifically, items 1,3,4,5,7,8, 10,11,12,14, 15 and 18 perceived by both teachers and students in the same manner with ($p > 0.05$). The results obtained when comparing the behaviors perceived by teachers and students show a clear discrepancy between

the two samples. The analysis of the t-test reveals significant differences in the perception of items 2, 6, 9, 13, and 17. Teachers perceived some student behaviors to be more frequent than did students($p<0.05$), including idleness and lack of interest in education ($p < 0.05$), absenteeism/skipping classes($p<0.05$), deliberate defiance to school polices ($p<0.05$) and disrespecting teachers and principals ($p< 0.05$). Students reported experiencing bullying ($p < 0.05$) significantly more often than did teachers.

This indicates that teachers observed behavior such as idleness and lack of interest in education, absenteeism/skipping classes, deliberate defiance to school policies, and disrespecting teachers and principals more often than students did. Teachers may be more sensitive to these behaviors, may be more affected by these behaviors because of the importance they place on interest in education, attendance, and self-discipline of students to ensure the effectiveness of their teaching.

However, an analysis of the cases reveals that students perceived situations of 'bullying' occurring "frequently", which means that a higher percentage of students (M=2.52 SD=1.36) than teachers (M=1.80 SD=.955) observes these situations, whereas the latter rarely or never observe these behaviors. In this sense, the ability of certain students to hide certain behaviors from teachers should be highlighted [25].

From the above findings, it can be concluded that both groups viewed many of the disruptive student behaviors in the same way. However, teachers mostly perceive idleness and lack of interest in education, absenteeism/skipping classes, deliberate defiance to school policies, and disrespecting teachers and principals as common misbehaviors in the schools. The study in Turkey also found the same result in which rudeness, being uninterested in the lesson, interrupting the course, and not fulfilling their responsibilities are perceived as major discipline problems by teachers. The same author verified that teachers & students should not have similar preferences and attitudes related to what indiscipline is in their classrooms & schools [26].

The extent of disruption identified indiscipline behaviors affecting the process of teaching learning in secondary schools

Table 3: Descriptive statistics of level of disruption of indiscipline in teaching-learning process

	Type of indiscipline	N	Mean	SD
1.	Cheating	1830	3.5439	.59705
2.	Using a mobile phone in class	1830	3.2632	.75320
3.	Deliberate defiance to school policies	1830	3.1491	.81178
4.	Idleness and lack of interest in education	1830	3.1404	.73926
5.	Late coming	1830	3.3965	.78672
6.	Talking in class	1830	3.5000	.95935
7.	Hyperactivity and lack of concentration	1830	2.9825	.94056
8.	Boycotting classes	1830	2.9561	1.01659
9.	Absenteeism/skipping classes	1830	2.8333	.93994
10.	Disrespecting teachers and principals	1830	3.3982	1.13027
11.	Participating in political activism	1830	2.6404	1.17592
12.	Causing ethnic disturbance	1830	2.4386	1.23400
13.	Fighting	1830	2.5246	1.07667
14.	Vandalism of school property	1830	2.2018	.82204
15.	Bringing some dangerous weapons to school	1830	2.1491	1.18421
16.	Drug use/abuse	1830	2.1140	.97544
17.	Stealing	1830	2.0439	.86618
18.	Bullying	1830	1.8860	1.01108
19.	Teenager pregnancy & abortion	1830	1.7368	1.05640

According to data in Table 3, all of the behaviors listed in the questionnaire were perceived to be slightly, moderately, or very disruptive to their teaching learning. Behaviors that had the highest frequency of being moderately or very disruptive to students and teachers were talking, hyperactivity and lack of concentration, using mobile phones in class, late coming, disrespecting teachers and principals, absenteeism/skipping classes, deliberate defiance to school policies, boycotting classes, and participating in political activism with the mean value of above 2.5. Whereas bullying, teenager pregnancy, and abortion, stealing, drug use, and bringing some dangerous weapons to school were found to be slightly disruptive. This indicates that mild and moderate types of misbehaviors but highly frequent were rated as very disruptive to teaching learning in secondary schools. On the other hand, the

severe type of indiscipline such as bullying, teenage pregnancy and abortion, stealing, drug use, and bringing some dangerous weapons to school were found slightly disruptive in classrooms.

The qualitative data gathered from respondents in the interview and open-ended questions gave various views indicating that the occurrence of indiscipline cases in secondary schools becoming worse than ever. In addition, according to principals' participants, the level and severity of students' misbehavior are currently beyond their estimation and capacity so that it has been humiliating the work of teaching and managing schools. Thus, it causes ineffective teaching learning which ultimately hampers the overall improvement of the school.

Moreover, poor academic achievement, a problem in social and interpersonal relationships of misbehaving students, lack of self-leadership, causes dropout from school, wastes lecture time, create instability and insecurity in a school environment, leads to low morale and satisfaction educators and school leaders and most teachers become hopeless in their teaching and some others quit the profession were also suggested effects of indiscipline. These responses from both the qualitative and quantitative data justify why students' indiscipline is perceived to be highly disrupting the teaching-learning process. Hence, finding solutions to curb the growing acts of indiscipline among students and the role of discipline cannot be underrated.

To support this finding, a report by [27] revealed that ranked disturbances in the classrooms as first among the incidences of misconduct, and the OECD Report also ranked the other high frequented incidences of student misconduct as student absenteeism (46%); students arriving late at school (39%); profanity and swearing (37%); intimidation or verbal abuse of other students (35%); intimidation and verbal abuse of teachers and staff (17%); physical injury of other students (16%); theft (15%); possession of alcohol or drugs (11%). According to the report, a constant encumbrance for order in teaching and learning environments is student misconduct. The first results, by the OECD Report, highlighted international concern for studying the detrimental effects student misconduct is having on teaching and learning. The result also indicated disruption of class instruction due to learner misconduct hinders the provision of proper instruction. Similarly, Secondary school teachers have repeatedly ranked disruptive behavior as one of the most serious hurdles in the effective teaching-learning process in the classroom [8]. Further, indiscipline in Nigerian schools greatly affects the quality of teaching and learning as teachers' inability to maintain good classroom management, poor performance, failure in examination, dropout, tendency to forget/poor memory, inability to understand what is taught in the classroom and work independently and difficulty developing good characters in the secondary schools [23] which results to poor results, dropouts, and wastage of resources [12].As such, these disruptions have a detrimental effect on teaching and learning.

Furthermore, the overall observed mean score of all items in Table 3 above is 2.9. This indicates that the overall mean is above the expected mean score (2.0). This in turn indicates that the high level of school indiscipline cases is very disruptive to teaching-learning activities in senior secondary schools of Eastern Ethiopia.

Table 4: Independent sample t-test between the means of teachers and students on types of behaviors that are deemed disruptive to teaching and learning=380 Teachers +1450 Students

	Variables	N	Mean	SD	Grand Mean	F	Sig.
1	Late coming	Student	3.1962	.79852	3.3965	.055	.814
		Teacher	3.2968	.78322			
2	Idleness and lack of interest in education	Student	3.2500	.71056	3.1404	.397	.530
		Teacher	3.0484	.75590			
3	Hyperactivity and lack of concentration	Student	3.0000	.99015	2.9825	1.028	.313
		Teacher	2.9677	.90477			
4	Using a mobile phone in class	Student	3.2308	.78254	3.2632	.019	.891
		Teacher	3.2903	.73300			

5	Talking in class	Student	3.1038	1.05272	3.5000	1.463	.229
		Teacher	3.3806	.87400			
6	Absenteeism/skipping classes	Student	2.9231	1.06359	2.8333	1.941	.166
		Teacher	2.7581	.82354			
7	Cheating	Student	3.5192	.57702	3.5439	.064	.800
		Teacher	3.5645	.61726			
8	Boycotting classes	Student	3.1538	1.01720	2.9561	.011	.917
		Teacher	2.7903	.99403			
9	Bullying	Student	1.9038	1.05272	1.8860	.007	.936
		Teacher	1.8710	.98320			
10	Teenager pregnancy & abortion	Student	1.8269	1.02366	1.7368	.118	.732
		Teacher	1.6613	1.08558			
11	Fighting	Student	2.3269	1.18357	2.5246	.118	.732
		Teacher	2.3226	.98803			
12	Bringing some dangerous weapons to school	Student	2.3269	1.24808	2.1491	3.524	.063
		Teacher	2.0000	1.11620			
13	Deliberate defiance to school policies	Student	3.2885	.63667	3.1491	2.217	.139
		Teacher	3.0323	.92271			
14	Vandalism of school property	Student	2.1731	.90144	2.2018	2.462	.119
		Teacher	2.2258	.75573			
15	Stealing	Student	1.9423	.77746	2.0439	3.001	.086
		Teacher	2.1290	.93184			
16	Participating in political activism	Student	2.6538	1.15274	2.6404	.369	.545
		Teacher	2.6290	1.20428			
17	Disrespecting teachers and principals	Student	3.2421	1.06412	3.3982	1.064	.305
		Teacher	3.2581	.97401			
18	Drug use/abuse	Student	2.0385	.90665	2.1140	3.422	.067
		Teacher	2.1774	1.03265			
19	Causing ethnic disturbance	Student	2.5192	1.22859	2.4386	.058	.809
		Teacher	2.3710	1.24445			

As shown in Table 4, the independent samples t-test was computed to compare the perception difference between teachers and students on disruptive types of indiscipline. In this regard, the t-test result shows there is no perception difference among respondents towards the extent of disruption does each indiscipline behavior had on teaching learning. Both teachers and students agreed that the most frequent misbehaviors in the classrooms and school environment were highly disruptive to teaching and learning activities. Therefore, largely, teachers and students have a common view of the effect of indiscipline on the teaching-learning process.

In addition, Table 4 also indicated that behaviors such as talking, hyperactivity and lack of concentration, using mobile phone in class, late coming, cheating, disrespecting teachers and principals, absenteeism, deliberate defiance to school policies, boycotting classes, and participating in political activism are serious acts of indiscipline that considered "disruptive" or "very disruptive" to teachers and students in their teaching-learning in secondary schools. Moreover, the t-test result verified no significant perception difference existed among teachers and students on the type of indiscipline that were considered disruptive to teaching-learning activities.

From the above findings, it can be concluded that how much is indiscipline becoming the source of failure and decline in quality of education in Ethiopian schools these days. Nowadays the poor quality of education in Ethiopia becoming among the top priority agenda; therefore, deterioration of students' discipline and crises in schools should be one of the major factors negatively affecting the outcome of education in the country.

4. CONCLUSION AND RECOMMENDATION

Based on the results and findings, the study identified high levels of students' indiscipline that involves similar behaviors to those that have been identified by other studies conducted on indiscipline in secondary education. Both staff and students associated these behaviors with disruption to teaching and learning processes. Therefore, it is highly recommended that the commitment of the teachers to improve their skills in disciplining students, the government, and the society, in general play its vital role. It is also important to provide further short-term training opportunities to improve teachers' and school counselors' understanding and skill of handling various indiscipline cases. Data analysis and a review of the literature on indiscipline have also raised many issues related to the study and identified areas for both future practice and research. The findings of the study and review of the literature on students' discipline behavior in secondary and other levels of education are scanty that requires research on a national basis within Ethiopia and has highlighted the need for further research in several related areas including the status of indiscipline in HEIs, cause and managing indiscipline in secondary schools.

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