

To cite this article: Adugna Kenea Debela (2022). ASSESSMENT OF THE CURRENT STATUS OF COLLEGE TRAINEES' DISCIPLINARY PROBLEMS: THE CASE OF NEKEMTE COLLEGE TEACHERS' EDUCATION, International Journal of Education and Social Science Research (IJESSR) 5 (1): 96-116

ASSESSMENT OF THE CURRENT STATUS OF COLLEGE TRAINEES' DISCIPLINARY PROBLEMS: THE CASE OF NEKEMTE COLLEGE TEACHERS' EDUCATION

Adugna Kenea Debela

Department of Curriculum and Instruction, Nekemte College of Teachers Education, Ethiopia, Oromia, Nekemte

DOI: <http://dx.doi.org/10.37500/IJESSR.2022.5109>

ABSTRACT

The purpose of this study is to assess the current status of college trainees' disciplinary problems in Nekemte College of Teacher Education (NCTE). The data were collected from 10 administrators, 300 trainees, 22 instructors and 12 supportive staffs selected using purposive and simple random sampling techniques. Survey data were employed using five Likert scale and analyzed using statistical procedures in which frequency, percentage and standard linear regression were employed. The results indicated that majority of the respondents agreed with the presence of high disciplinary problems among college trainees, indicating high degree of positive regression ($R^2 \geq 0.952$ or 95.20%, adjacent $R \geq 0.861$ (86.10%)) indicating that the effect of test results explained by independent variable reflected high functional influence on dependent variables. Therefore, the findings confirmed that the current status of college trainees' disciplinary problem was highly influenced by teachers, communities, family, peer-groups, college-related factors and handling mechanisms. Based on these findings, the researcher recommended that the college should organize and facilitate teachers' meetings, conferences, visits other colleges, educational trainings and communicates with government and NGOs in providing valuable information to alleviate the college trainees' disciplinary problems to make the attitude of teacher's firm, fair and friendly for their learners.

KEYWORDS: Behavior, Current status, Disciplinary problems, Discipline, Factors, Mechanisms, Trainees.

1. INTRODUCTION

Educational institution is a social institution established to fulfill social, economic and political demands of the society by educating the citizens through formal and non-formal instructional processes. The primary objective of educational institutions is providing education for the proper development of physical, mental and spiritual abilities of the students to make them all-rounded and cultured citizens that can play active role in societal development. According to Chandra (1996), the availability of necessary human, material, and financial inputs of the educational institution should establish and maintain good discipline among its members.

Discipline is a pattern of behavior which is consistent to the rules set by a superior person or institution. In the educational context, discipline is the result of carefully designed treatment of classroom disruptions (Mattheoudaki, 2001). Discipline means not only punishing students for inappropriate behavior, but it involves providing an atmosphere that prevent problems from arising (Kaplan, 1990). It includes creating and keeping rules based on reciprocal understanding and tolerance and requires establishing limits that must not be transgressed (Sulich, 2004). A well-managed educational institutions and classrooms are found to contribute good students' behavior as well as good educational quality. Maintaining discipline is essential not only for institutions but also everywhere for people to work and interact smoothly so as to fulfill their common interest. Disciplines in Educational institutions govern quality and effectiveness of teaching learning processes and the progress of each college trainees is achieved through self-discipline. Otherwise, there is no success. Rowne (2005) states that educational institutions' discipline refers to the regulation of college trainees used to maintain rules in educational institutions to the expected standards including clothing, time keeping, social behavior and work ethics.

Therefore, not a direct effect only on students is subject by these four factors. Particularly, students at secondary education schools are characteristically problematic rebellious due to their age levels (Martin & Shoho, 2000). If these students aren't provided with suitable conditions, any output can't be obtained and problems in either classroom and in schools are possible to arise. These possible problems will reduce both the output of teaching and affect the educational mediums. Such activities as purposeful activities, appropriate surroundings, collaboration habits, and self-control are of great importance in the definition of discipline. The problem of discipline is in the inverse ratio with motivation to learning process (Kher, Lacina-Gifford, Lorna & Yandell, 2000).

Because an individual who has worked up learning into a need for themselves will participate in the learning situation actively, it very less for him to cause disciplinary problems. Disciplinary problems in education and teaching process can basically be dealt with in two ways. The first of them is the disciplinary problem existing all over the school and the second is the disciplinary problem affecting directly the output of the education and teaching situations in the classroom (Doyle, 1990). What the factors orienting students towards indiscipline are to be wondered. When the school is considered the basic, it will be seen that there is a relation between the disciplinary problems of students and the factors of teachers and administrators.

Good discipline is necessary for constructive learning to take place, and it is the result of keeping the college trainees interested. It maintains the attention of the college trainees on the educational experiences being provided at a given time. It encourages sustained concentration, continued long enough for a concept to develop an appreciation to grow, or an attitude to change. Where discipline is concerned, the goal of teacher education is to help individuals develop the expertise necessary to effectively manage a learning environment. Ultimately, individual teachers' values and versatility most influence classroom culture and climate. Of greater relevance there is an understanding of student

teachers` decision about classroom management within the context of what they believe constitutes a “discipline problem” in the first place (Michael & Lian, 2016).

To make college trainees fit to well plan social activities in educational institution plays a great role and twisted smooth operation of the college cannot leave to the probability of the most whole development personality of the college trainees built during the college life. Indiscipline among trainees is common in all college although most college manage to contain it to tolerable limits. However, at times, poor disciplinary management within college can cause a general breakdown in order. This disorder often results in violence against teachers and other children. Each college head is responsible for promoting good behavior and discipline. The head has the power of the college discipline policy and can use them in governing a discipline framework (FAIR FIELD Institute of Management and Technology, 2004).

The head is also entitled to publicize the discipline policy, and as such these are to be known within the college and to parents, and by bringing it to the attention of students, parents and staff at least once a year. Good discipline is based on an agreement between the school and parents about what is expected from a child. Parents are always encouraged to work with the school to try and solve any problems that may arise. Educational system can only serve the society when there is proper order that need for definite and explicit rules and laws not only to regulate the relations of the college trainees and college society as a whole to their own. These rules and regulations serve the practical application of the lager functions of the college and to make the lives of the college trainees full and free (FAIR FIELD Institute of Management and Technology, 2004).

Disciplinary problems are the most prevalent problem that disrupts the education in most educational institutions. The reality of most education institutions in Ethiopian, students do not behave according to the norm of education institutions. Because of this reason, disciplinary problems of students have become one of the obstacles facing the education system, and brought a great impact on the teaching learning process, particularly at higher education’s (Teshome, 2013). There are several and different types of misbehaving of students in many higher educational institutions. According to different environments and situations, the types and causes of those misbehaviors are also different. In Ethiopia, there are some assessments on various aspects of student behavioral problems. For instance, Arefaynie (1992); Ayalew (1996) and Abiyu (2008) attempted to address the causes and the extent in relation to the misbehaviors of the students in educational institutions pointed out some factors. Sulich (2004) also endeavors to assess the relation between parenting style and misbehaviors. The administration rule and regulation with the maintenance of good order and discipline should be vested in educational institution management system. This shows that the healthy social interaction and conducive work atmosphere in the educational institutions and the existence of good order and discipline among members of education institution is essential (Decenz, 1997).

Mitchell and Bradshaw (2013) investigated the relationship between exclusionary discipline strategies and the use of positive behavior supports with student ratings of school climate (i.e., fairness, order and discipline, student-teacher relationship, and academic motivation) among American students. The results showed that the use of exclusionary discipline strategies was inversely related to order and discipline in the class, while greater use of classroom-based positive behavior supports was related to higher order and discipline, fairness, and student-teacher relationship.

Although studies in mainstream education have underscored the importance of management and discipline dimensions in the description of good teachers and their role in encouraging learning (Riley, Lewis, & Brew, 2011), this issue is still open to research in language education (Kang, 2013).

As human beings should not be subjected to inhuman treatment in line with the requirements of the constitution of the country, acceptable ways and means can be found which can curb unruly behavior in schools. This suggests a need for educators to consider these issues and acquaint themselves with acceptable strategies for maintaining discipline (Dzivhani, 2000). Everyone agrees that discipline has basic importance. According to Charles (1981), discipline is difficult because of four inescapable facts of human nature. These are people resist doing what others try to make us do, fashionable to define authority, individuals have differing needs, values, interest and abilities, and as students get older, they must undergo psychological weaning. The rule and the regulation accepted and respected by all of the members of educational institution for the purpose of discipline is to help and gain the students to acquire knowledge, power, habits, interests, and ideals, which are designed for the wellbeing of learners at large. Various assessments are still needed in other areas of behavioral problems as the problems are rampant. According to Abraham (2019), the dynamic factors behind educational institutions level disciplinary problems were the collective effects of education institutional situations.

Several researchers dealt with disciplinary problems of students indicated that parenting styles and students' misbehaviors in educational systems influenced the normal teaching- learning processes. In line with this, though different researches had been conducted so far, there is no research conducted in Nekemte College of Teacher Education. Hence, the researcher was interested to identify factors affecting the current status of students' disciplinary problems and show coping mechanisms at Nekemte College of Teacher devising the following research objectives.

- 1) To identify' the currents status of disciplinary problems of trainees of Nekemte College of Teacher Education.
- 2) To see the extent to which disciplinary problems influence the current status of trainees in Nekemte College of Teacher Education.
- 3) To generate mechanisms that help create favorable condition in minimizing disciplinary problems for teaching and learning process in Nekemte College of Teacher Education.

2. RESEARCH METHODS

The study used mixed method approach (qualitative and quantitative research). In qualitative research approach, data were collected through observations, interviews, and document analysis and summarize the findings primarily through narrations; whereas, the quantitative data were presented numerically (Sons, 2006).

2.1. Research Design

To attain the objective of this study, descriptive survey design was employed. This is because the methodology with this assumption could describe factors that hinder the effectiveness of discipline and mechanisms of enhancing its success. The use of this method is well supported by Kerlinger (1990) and Best and Khan (1996). Cohen and Manion (1994) also state that, survey inquiry gathers data at a particular point with the intention of describing the entire nature of existing conditions. In order to attain the objectives of the study, and gather people`s perceptions, opinion, attitudes and beliefs about a current issue in education as a method of intensively exploring and analyzing the life of the college trainees, descriptive survey is a suiting design.

According to Sons (2006), the essential procedure of the method mentioned is to take account of all pertinent aspects of one thing or situation, employing as the unit for study an individual, an institution, a community or any group considered as a unit. The case consists of the data relating to some phase of the life history of the unit or relating to the entire life process, whether the unit is an individual, a family, a social group, an institution, or a community.

In doing so, the study intended to describe the existing status of students` disciplinary problems in Nekemte College of teacher education. To do so, the researcher used questionnaire, observation and interview checklists, and secondary data obtained from publications, books, journals and websites as instruments of data collection.

2.2. Samples and Sampling Techniques

In this study, the researcher employed purposive and simple random sampling technique in order to select participants of the study. According to Tripathi (2002), in purposive sampling, a sample which is thought to be typical of the universe with regard to the characteristics under assessment is chosen. The researcher`s intention behind using purposive sampling is to focus on people who are directly involved in disciplinary problems. Based on this, the 300 college trainees of third year and 10 top officials were purposively selected. Besides, 22 instructors and 12 supportive staff members were selected by simple random sampling method in which each possible sample size was calculated by 25% from each population selected by chance, and totally 344 took part as target sample.

2.3. Instruments of Data Collection

For the purpose of this study, both primary and secondary data were used. Primary data was collected through questionnaires with 51 items of five scales Likert scale. It was translated into Afan Oromo (Mother tongue, which is the medium of instruction in the College) for better understanding of respondents. The questionnaire was distributed to students and supportive staffs. For instructors, the original English versions of the questionnaire were used. In addition, interview and observation using check list were employed as primary data sources to supplement the questionnaire and anticipating the triangulation.

2.4. Methods of Data Analysis

Since the data collected were qualitative and quantitative in nature, the analysis was carried out using descriptive statistics using Statistical Package for Social Scientist (SPSS) version 20; hence, this package is preferred to present the data in well organized and convenient manner. In addition, inferential statistics of linear regression value of a dependent variable were explained based on the value of independent variable.

3. RESULTS OF THE STUDY

This part of the study deals with the presentation, analysis and interpretation of data obtained from samples of college trainees, top college officials, instructors, and supportive staffs. In order to gather relevant information on the current status college trainees' disciplinary problems a questionnaire consisting of four parts of close-ended and open-ended items were prepared. The questionnaires were distributed to samples stated ahead (22 instructors, 10 college officials, 300 college trainees and 12 supportive staff staffs). Out of these, more than 95% questionnaire filled and returned to the researcher.

3.1. The Current Status of Teacher Trainees' Disciplinary Problems

This part deals with information computed by the uses of descriptive statistic discussed in order to identify college trainees' disciplinary problems in NCTE. The data obtained was computed and the result was indicated in Tale 1 below.

Table 1: Types of Commonly Occurred Students’ Disciplinary Problems in the college

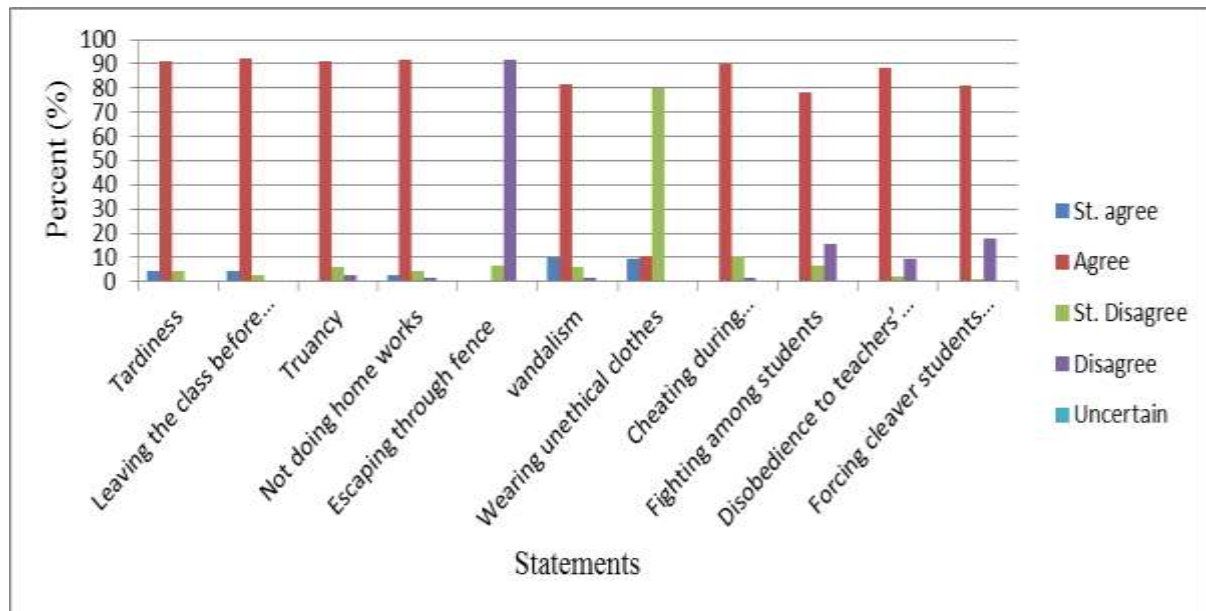


Table 1 above represents the types of commonly occurred students’ disciplinary problems in the college which was calculated using five Likert scale indicated that majority of respondents were agreeing with tardiness (91.10%), leaving the class before the class end 92.44%), truancy (90.99%), not doing home works (91.57%), vandalism (81.69%), cheating during examination (90.12%), fighting among students (78.19%), disobedience to teachers’ orders (88.37%) and forcing clever students to give them examination answers (80.81%). On the other hand, large number of responders disagreed with the presences of escaping through fence (91.86%) and wearing unethical clothes (79.65%) in the college as candidates’ disciplinary problem.

The data calculated using simple statistics (frequency and percentage) revealed high rate (78.19% to 92.44 %) of the current status of students’ disciplinary problems, and the qualitative information obtained from interviewees confirm that commonly occurred college trainees’ disciplinary problems were: creating disagreement with teachers, violating rules and regulations of the college, fighting each other, coming to college without doing homework, tardiness and cheating examinations respectively. Besides, the calculated quantitative data and interviews, and observation result also came up with similar results.

3.2. Major Factors Related to College Trainees Disciplinary Problems

Table 2: Results of Family-Related Factors for College Trainees’ Disciplinary Problems

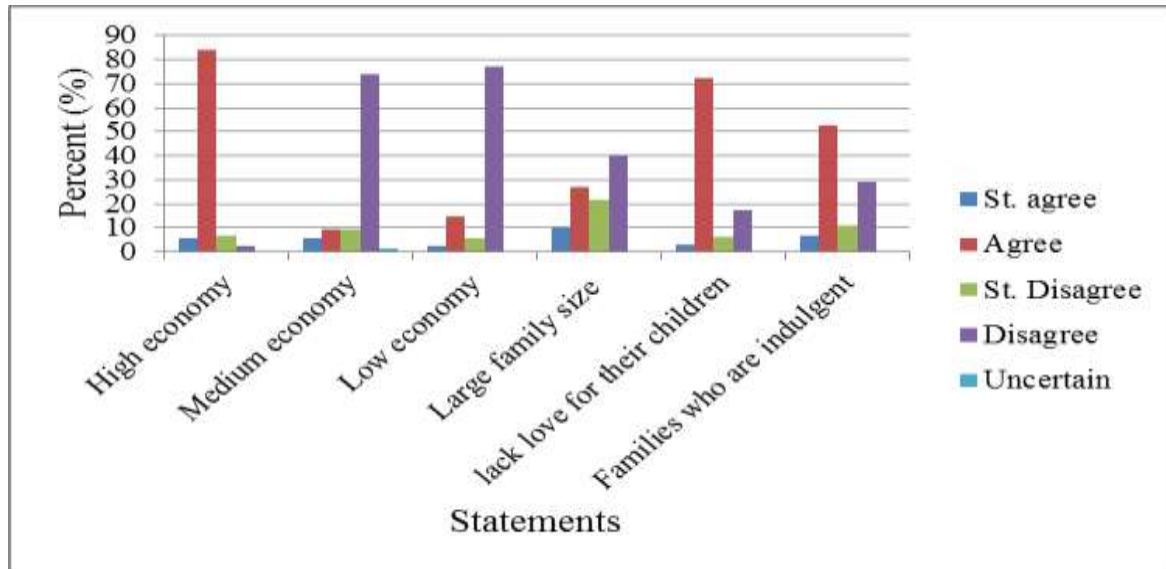


Table 2 above showed six major factors to be the causes for college trainees’ disciplinary problems in Nekemte College of teacher education. From responses obtained regarding family-related factors for college trainees’ disciplinary problems, majority of the respondents agreed with families of high economic background (84.3%). Families who lack love for their children accounted 72.38% and families who are indulgent constituted 52.61. On the other hand, medium economic background family accounted 74.13%; whereas, low economic background families (77.33%) and large family size (40.12%) suggested disagreement respectively. The results of question 4 above (72.38%) showed below average relationship with the results of questions 2 and 3 confirming existence of diversity as indicated in table 2.

According to the data analyzed and computed, trainees from high income families and indulgent families were low scorers, and trainees from families having disagreement showed more disciplinary problems. In the same way, observation checklist result also goes in line with results obtained from quantitative and qualitative data.

Table 3: Results of Community Related Factors of College Trainees’ Disciplinary Problems

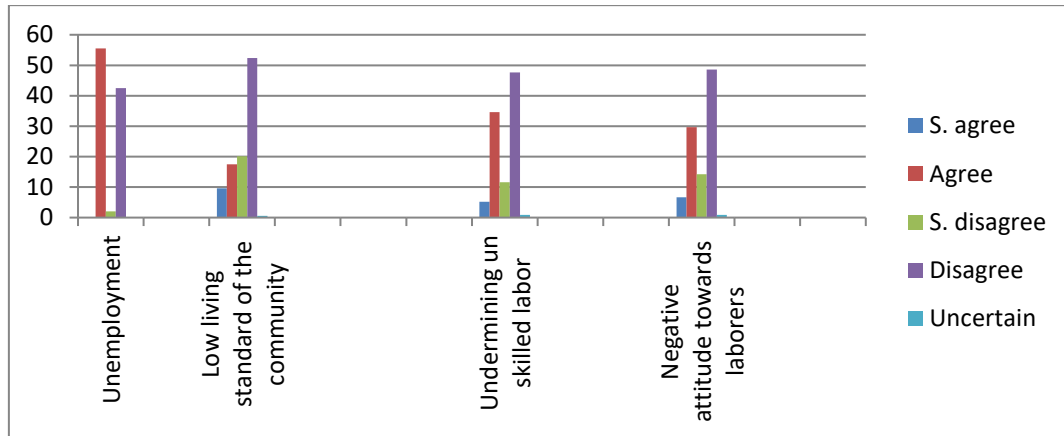


Table 3 above show the results of community related factors of college trainees’ disciplinary problems. Accordingly, 191(55.53%) agreed with the rate of unemployment in the community aggravated students’ disciplinary problem. In contrast, low living standard of most of the community due to low income (180(52.53%)), undermining unskilled labor (164(41.67%)), and negative attitude towards laborers (167(48.56%)) of them confirmed disagreement. This implies that college trainees’ disciplinary problems were due to the rate of unemployment but disciplinary problems of the college trainees under consideration were not aggravated by undermining members of certain community who engaged in unskilled labor and negative attitude towards laborers.

In supporting data calculated using descriptive statistics indicated in table 3, the qualitative data through interview and observation suggested that their opinions on community-related factors as unemployment rate of graduates, house rent, and lack of stipend and lack of awareness to the sounding environment were causes for college trainees’ disciplinary problems.

Table 4: Results of College Related Factors for Discipline Problems in College

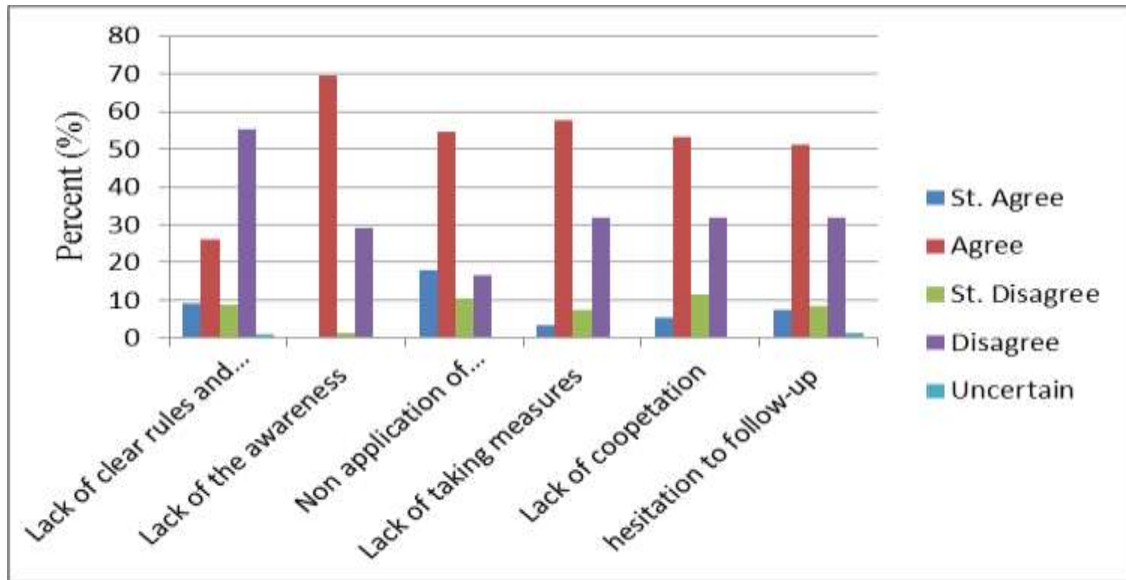
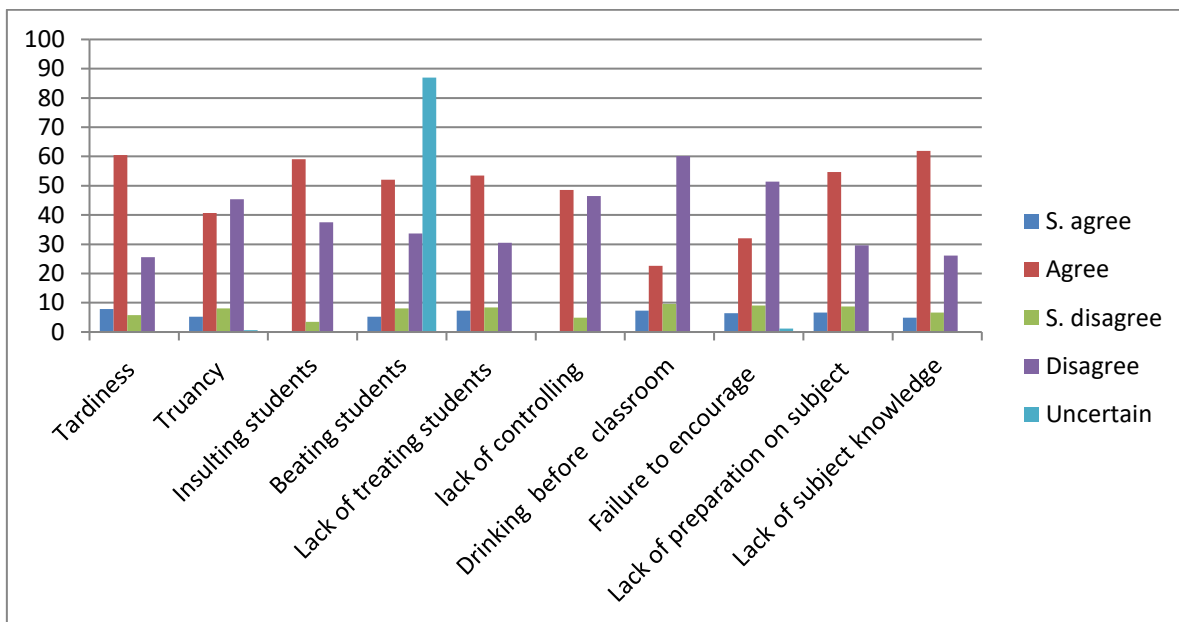


Table 4 depicted factors for disciplinary problems related to college. In response to this, 190(52.23%) respondents disagreed that the college has no clear rules and regulations; however, 239(69.48%), 180(54.65%), 198(57.56%), 183(53.19%) and 176(51.16%) of the participants agreed confirming that lack of awareness to the rules and regulations not applied, the college did not take measures when students violet rules and regulations, lack of cooperation between the college and other government, and some instructors do not take regular follow-up respectively.

In addition, 10 college officials were asked to mention about factors that affect college trainees’ disciplinary problems. Most of the respondents suggested that lack of awareness to rules and regulations, lack of applying the rules and regulations properly, and lack of collaboration with different organizations had great impact on disciplinary problems of college trainees. Similarly, the researcher observed the same result with the finding of the quantitative data analyzed.

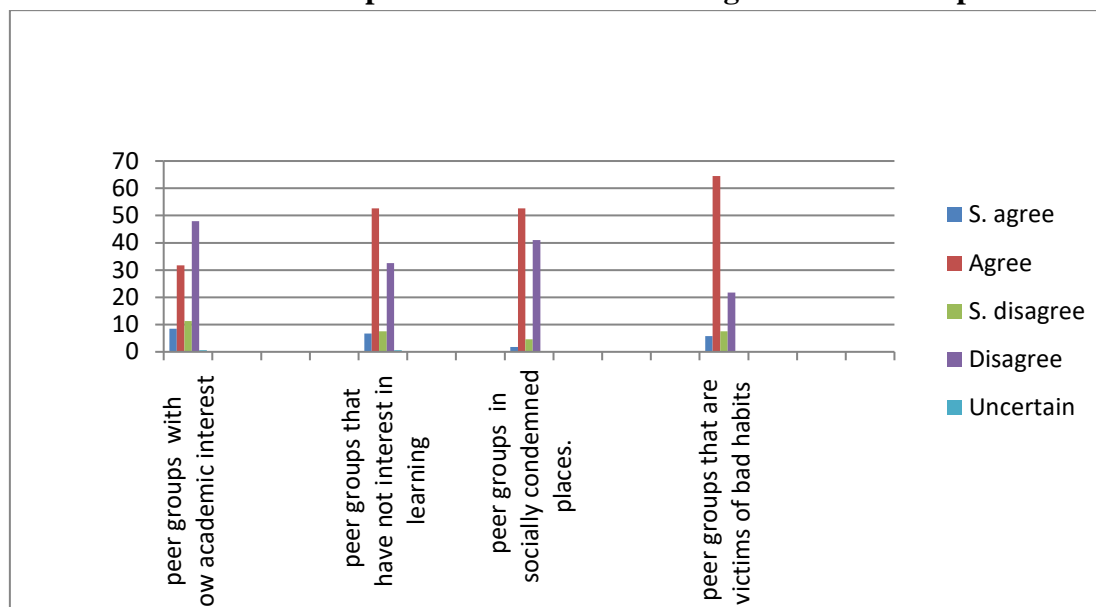
Table 5: Results of Teacher- Related Factors to College Trainees Discipline Problems in College



According to the responses given for the first question of table 5, teacher-related factors to college trainees’ discipline problems showed tardiness 208(60.47%), insulting students 203(59.01%), beating students 179(52.03%), lack of treating students fairly 184(53.49%), lack of controlling classroom discipline 167(48.55%), lack of preparation on subject they teach 188(54.65%) and lack of preparation on subject knowledge majority of respondents 213(61.92%) agreement; whereas, 156(45.35%) truancy (absence), 207(60.17%) drinking just before entering classroom and 177(51.41%) failure to encourage students for class participation of the participants showed disagreement.

The results of quantitative data confirmed that teachers-related factors affecting college trainees’ disciplinary problems. In support of this, the interview and observation results exposed that most of teachers reflected behaviors like tardiness, truancy, insulting students, carelessness, and bias related to intimacy with students which leads to bonus mark giving, which in turn, be causes of college trainees’ disciplinary problems.

Table 6. Results of Peer Group-Related Factors to College Trainees Discipline Problems



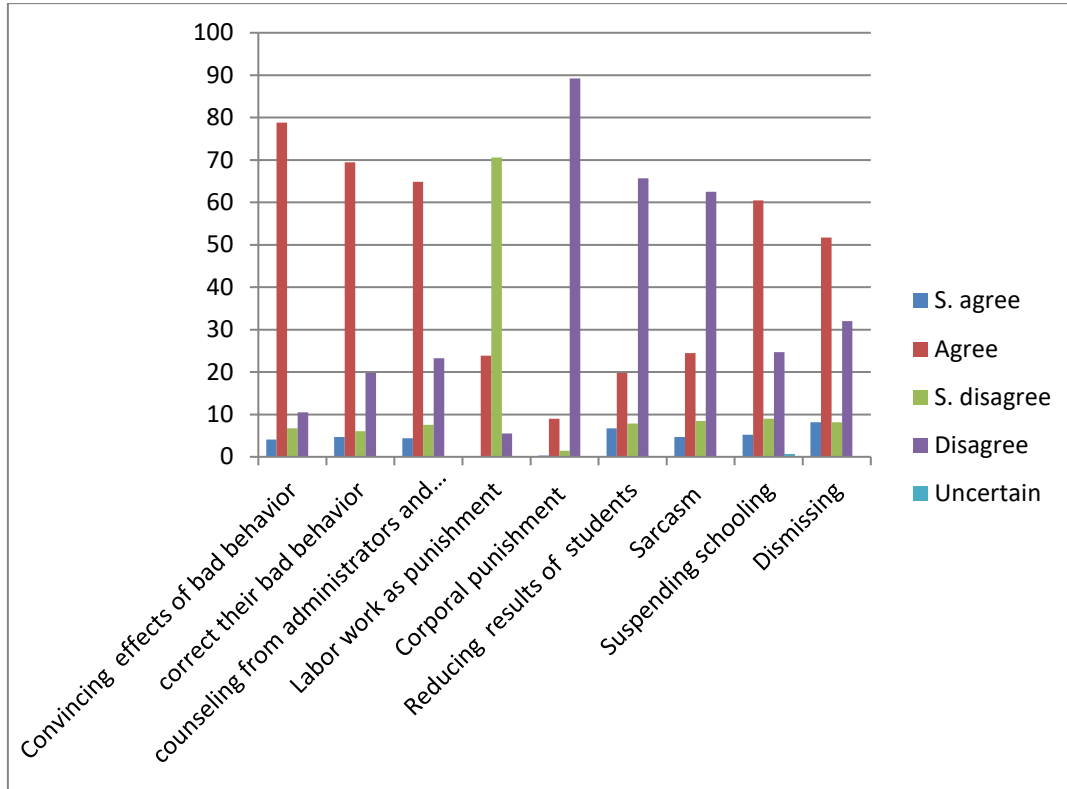
Results of peer group-related factors to candidates’ discipline problems in table 6 indicated that 165(47.97%) of them disagreed that relationship with peer groups as disciplinary problem has lowered their academic performance. In contrary to this view, 181(52.62%) of respondents agree with student having disciplinary problems have relationship with peer groups that have no interest in learning, and students having disciplinary problems have relationships with peer groups that have spent most of their time on socially unaccepted places, and 222 (64.35%) disciplinary problems having relationship with peer groups that are victims of bad habits (smoking).

In addition to the quantitative results, interviews of the respondents and researchers’ observation matched and college trainees with disciplinary problems have direct relation with students who have no interest in learning and spent their time in socially condemned places that demonstrated victims of bad habits.

3.4. Mechanisms attempted to enhance candidate’s disciplinary problems

These sub-topic deals with the estimation of frequency distributions related to top college officials and concerned bodies’ endeavor to take any possible measure to enhance college trainees’ disciplinary problem in Nekemte College of teacher education.

Table 7: Results of Mechanisms Taken to Reduce Candidates’ Disciplinary Problems



As indicated in table 7, the results obtained on the mechanisms taken to reduce candidates’ disciplinary problems, 271(78.78%) said convincing students about the destructive effect of bad behavior, 239(69.48%) of them let students correct their bad behavior, 223(64.83%) agreed in provision of continuous counseling services by administrators and teachers, 178(55.74%) of them said suspending them from school, and 208(60.47%) of respondents agree with dismissals carried out as an alternative measure for correcting trainees from their misbehavior. However, 243(70.62%) of respondents strongly disagree with labor work as punishment. For items 5, 6, and 7, majority of respondents (307(89.24%) corporal punishment (beating, slapping), 276(65.69%) reducing mark from results of the students, and 215(62.5%) sarcasm (humiliating criticism) disagreed that these types of measures could not be means of alleviating trainees’ disciplinary problems.

In support of the information gathered through quantitative data, interview and observation check list suggested appropriate advice, establishing discipline committee, counseling services, and awareness creation on rules and regulations of the college. In very few cases, suspending, humiliation and dismissals were raised as means to maintain candidates’ discipline problems.

Table 8: Predicting Power of Factors and Mechanisms of Candidate Disciplinary Problem

Prediction power of variables	Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R	R-square	Adjusted R ²
		B	S. Error	Beta					
	(Constant)	2.159	17.848		.121	.906			
1	Teacher	2.512	.517	1.467	4.859	.000			
2	Community	-1.277	.501	-.678	-2.548	.026	.952 ^a	0.907	.861
3	Families	-.321	.344	-.231	-.933	.369			
4	Per-group	-.259	.544	-.147	-.476	.642			
5	Mechanisms	.278	.183	.192	1.517	.155			
6	College	.073	.469	.044	.156	.879			

a. Dependent Variable: current

Table 8: revealed that teachers-related factors gave the impression to be the most influential factor which determines candidate disciplinary problem with regression weight [2.512 at $p = 0.000$ and contributing 14.67% of the observed variance]. The second rank variables were community related factors with regression weight [1.277, $p = 0.026$ contributing 68% of the observed variance]. Families-related factors ranked third with regression weight [.3.21, $p = 0.906$ contributing 12.1% of the observed variance]. Peer-group was estimated fourth rank with regression weight [2.59, $P = 0.6420$ contributing 14.7%. of the observed variances]. The fifth variable was mechanisms to enhance candidates' disciplinary problem stated with regression weight [2.78. $p=0.155$] contributing 19.2% of the observed variances]. The Last variable was college related factors with regression [0.73, $p=0.8790$ contributing by 44% of the observed variances] in predicting the disciplinary problems of college trainees.

Furthermore, the model factors contributed for candidates' disciplinary problem and mechanisms to enhance were significant with R-value=0.952 (95.25%) and accounting for 861(86.1%) of any observed variance of administrators, teachers, college trainees and supportive staff respondents. The results of linear regress of dependent variable (current states) statistical model summary of correlation coefficient is ($R = 0.952$ or " R " = 95.2%) in which test effect has been explained by the independent variable.

4. DISCUSSION

The finding of the study revealed that majority of respondents agreed on absenteeism from class (95.19%), leaving the class before the end of the class (96.53%), truancy (90.99%), not doing homework (94.19%), vandalism/damaging of college properties (92.06%), exam cheating (90.12%), disobedience to teachers' orders (78.19%), and forcing active students to give them exam answers (80.82%) were commonly occurred disciplinary problems of college trainees in NCTE. The remaining,

escaping through fence (98.55%) and unethical wearing (79.65%) disagree. In addition, qualitative data revealed that college trainees creating disagreement with teachers, violating rules and regulations of the college, aggressive to each other, coming to college without doing assignments timely, tardiness and cheating examinations among college trainees observed in the results and data analyzed showed high disciplinary issues to be addressed and due attention has to be given to minimize misbehaving college trainees.

The result of this study coincides with study stated in Ayalew and et.al (2003). Commonly occurred students' disciplinary problems were tardiness, leaving the class before the class end, truancy, not doing home works, escaping through fence, vandalism, wearing unethical clothes, cheating during examination, fighting among students, disobedience to teachers' orders, and forcing clever students to give them exam answers.

Harmer (2001), also stated that disruptive behavior can take many forms: disruptive talking, inaudible responses, sleeping in class, chewing gum during the lesson, failure to do homework, and cheating in tests and misbehaviors as: coming in class noisily at start of the lesson, not getting out books when the class is told to do so, yawning loudly and showing general boredom or calling out silly answers. There can also be added to this list some more serious misbehavior such as insolence to the teacher, yelling at the teacher, stumping out of the room, insulting or bullying other students, damaging school property or refusing to accept punishment (Fontana, 1988). Furthermore, typical classroom or college offenses or misbehaviors of college trainees, which are commonly observed in classrooms and in colleges compounds are cruelty (brutality), fighting, disrespect (lack of respect), name calling, boisterousness (disobedience), sarcasm (disdain), cheating, defiance and apathy (Charles, 1981).

Elbla (2012) investigated the issue of corporal and verbal punishment as means of disciplining students' behavior in schools. The findings revealed that teachers use punitive strategies as a result of the stress and frustration they themselves experience at school due to the fact that the school environment is poor and lacking facilities; however, they are aware of the fact that punishment has negative impact on their students' behavior and personality. Students disapproved their teachers' punitive strategies and reported that "they have developed sense and feelings of fear, frustration, aggression, low self-esteem, and low confidence and lacked of motivation for learning as result of the continuous punishment".

The finding of the study conceding to mechanisms taken in order to enhance college trainees' disciplinary problems, majority of respondents agreed to convincing (82.85%), advice and reprimand, (74.11%), continuous counseling services (69.19%), suspending college trainees (65.70%), and dismissal (59.86%) variables were some among core measurements taken a means to enhance disciplinary problem of college trainees. However, respondents disagreed to labor work (76.14%), corporal punishment or beating slapping (94.69%), reducing mark (73.545 %), and sarcasm or humiliating criticism (73.57%). In addition, qualitative data suggested that appropriate advice,

establishing discipline committee, counseling services, and awareness creation on rules and regulations of the college were the most mechanisms applied by the college. In rare cases suspending, humiliation and dismissals were as means to maintain candidates' discipline problems.

Considering to the results of the study, discipline is not punishment. Punishment is physical pain, humiliation, isolation and revenge; it is a force imposed on a person from an outside source which is the opposite of discipline (Charles, 1981). Discipline can be regarded as positive force. It is connected with training, guiding, arranging condition for learning. Discipline is also described as the process of developing acceptable behavior patterns which develops through training and instruction, and by practicing obedience to give standards, and by self-control (Kujoth, 1970).

Redirect misbehavior in positive direction is a strategy on which all authorities agree. Ask students who have misbehaved to state what they should do instead. Provide choices if they have difficulty expressing themselves. A major purpose of classroom discipline is to teach learners how to behave better and encourage them to do so (Kujoth, 1970).

Furthermore, in the classroom, principles which guide college trainees in their work together are maintaining dignity, and honoring diversity and democracy to operationalize and build curriculum around questions they understand about themselves and their world. This approach empowers them to find answers to their own questions and presents a very different classroom atmosphere to direct their own learning involved in a process where classroom learning is directed and democratic to re-evaluating their problems, idea, and activate learning (Chandra, 1999).

The results of this thematic area are reliable in line with the following studies. It is very important to examine the general behavior of the teacher. The teachers' attitude, educational pedagogy, planning, preparation, and conduct are going to affect how students respond in the classroom. It is essential that students perceive teachers as consent, in charge, and fair. For this to happen, the teacher must establish himself/herself as an appropriate authority figure and role model (Fischer, 2004). While teachers are expected to be caring, dedicated, skillful, sensitive, edible, and responsive most of all, they must be the authority violence in the classroom (Jim Walters, M, A. & Shelly Frei, 2007). Poor teacher's personality can cause many learners disciplinary problems in the class room. If the teacher is overly critical, sarcastic, or biting in comments, then college trainees show resentment by being rude (Kujoth, 1970).

Carefully planning lessons, knowing the students, having a discipline action plan, and learning from past mistakes, teachers can avoid their own exaggerated emotional responses to disrespectful students, as well as avoiding subsequent depression out-bursts from the students (Fischer, 2004). While teachers are expected to be caring, dedicated, skillful, sensitive, edible, and responsive most of all, they must be the authority violence in the classroom (Jim & Shelly, 2007).

As the results of the study calculated through descriptive percentage disclosed, majority of respondents confirmed that families, communities, college, teachers and peer-group related factors highly influence candidates' disciplinary status. Furthermore, the finding of model factors contributed for candidates' disciplinary problems and mechanisms set to enhance were significant with R-value=0.952 (95.25%) and accounting for 861(86.1%) of any observed variance of administrators, teachers, college trainees and supportive staff respondents. The finding of results of linear regression of dependent variable (current states) statistical model summary of correlation coefficient embraced (R = 0. 952 or "R" = 95.2%) in which test effect has been explained by the independent variable.

Discipline is not synonymous with absolute quiet, and although quiet pupils may not be interfering with learning processes, they may not learn anything (Kenneth, 1988). In such kind of classes, where a lighter type of discipline exists, discipline is less punitive (Kaplan, 1990). The indiscipline problem is ranked as a major problem among students of any level. Disruptive behavior is a concern to schools and higher educations, to parents and to fellow pupils, whose education may be adversely affected. So, it can't be ignored, and schools and higher educations must tailor a well understood sound behavior and discipline policy (Kenneth, 1988).

To this effect, the teacher is responsible for what is happening in the classroom, including not only the learning process taking place but also behavior. The teacher should control the students and the activities that are supposed to lead to the realization of the learning goals (Gearheart, Wiseman & Gearheart, 1988). Completely undisciplined and disrupted lesson is a waste of time. In disciplined lesson, learners stand a good chance of learning and enjoying the process while in an undisciplined one they don't do. That is why the smooth and disciplined process in the classroom is such a crucial issue (Ur, 1999).

Kujoth (1970) states, there are three general steps in the development of control in a candidate. These are authoritative control (the restrictive, inhibiting one), social control-the effect of the social group in which the child lives, and self-control (a well-integrated personality). But these are specific factors which are more or less under the teachers' direction, which influences all the three mentioned above. Proper handling of problem cases is, of course, a difficult and time consuming.

McManus (1995) says that responsibility for the college trainees' problematic behavior lays in the situation at home. Nevertheless, teachers must remember that their primary goal is to realize educational goals not to play parents' role (Robertson, 1998). Domestic problems cannot be solved, but teachers can go a long way towards alleviating them if they recognize they exist (McManus, 1995). College trainees live out of education institutions (family or community) produce psychological and emotional problems that they play out in education institutions (Arends, 1991). Indiscipline and problematic behaviors are sometimes traced back to a difficult home situation. Parental neglect, as well as family attitudes towards school, learning and teachers can predispose students to cause troubles (Harmer, 2001); and Pupils may sometimes be the agent of their parents' motives (McManus, 1995).

Each college head is responsible for promoting good behavior and discipline. The head has the power of the college discipline policy and can use them in governing a discipline framework. The head is also entitled to publicize the discipline policy. And as such these are to be known within the college and to parents, and by bringing it to the attention of trainees, parents and staffs at least once a year. Good discipline is based on an agreement between the college and parents about what is expected from trainees. Parents are always encouraged to work with college to try and solve any problem that may arise (FAIR FIELD Institute of Management and Technology, 2004). When colleges within a district are centers for the cultural, recreational, and educational interests of adults as well as college trainees, the public participating in the activities will see many results of the instructional program on their visits to the buildings. Colleges as community centers encourage the two-way flow of communication and build harmonious relations with in the community (Smith, 1961). When adolescent development is successful, the result is a biologically mature individual equipped with a sense of an independent self, the capacity to form close peer and group relationships, and the cognitive and psychological resources to face the challenges of adult life (Hazen, Schlozman & Beresin, 2015).

One of the most powerful but least noted influences on a candidates' behavior is the peer group. The peer group can influence and even teach how to behave in class and college compounds and can contribute to the success or failure of an individual's performance in college in many other ways. Some peer groups can, and indeed do, create pressure on their members to conform to either a passive or a trouble maker role in the classroom (Borich, 1988). Thus, it can be realized that peer relations are associated with both positive and negative peer in fluencies. In sum, there is a reason to conclude that peer group influences one of the factors responsible for trainers' disciplinary problems in colleges.

5. CONCLUSION

A descriptive survey employed to assess the current status of college trainees' disciplinary problem using questionnaire, interview and observation check list were analyzed with the help of simple statistical (frequency and percentage). The result revealed that majority of the respondents agreed with the existence of low current disciplinary status of college trainees, high influential factor rate, and inadequate mechanism placed to enhance candidates' disciplinary problems.

Consequently, the finding of the study related with the current status of college trainees' disciplinary problems, influential factors and mechanisms to enhance candidates' disciplinary problems bear out high degree of positive regression investigating the effect of test results explained by independent variable in view of high functional influence on dependent variables.

Regarding conformity of influential factors, the finding of the present study confirmed that the current status of candidates' disciplinary problem was highly influenced by communities, families, peer-group, coping mechanisms of college, and teachers related factors respectively.

6. RECOMMENDATIONS

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

- 1) Adequate guidance and counseling services should be organized with assigned departments and trained personnel to minimize the problems of in disciplinary acts of college trainees.
- 2) The College is requested to organize and facilitate teachers' meetings, conferences, college visits, and communicate with government and NGOs to improve disciplinary problems.
- 3) Teachers should give due attention to their students in keeping good harmony, democratic discipline to be firm, fair and friendly for their learners.
- 4) Oromia educational bureau and college of teacher educations are recommended to facilitate, organize and implement awareness creation from time to time for the successful teaching and learning processes.

7. ACKNOWLEDGEMENTS

I give my first and for most gratitude to my family for their invaluable support during the work of this study. My deepest and heartfelt gratitude is also due to Berhanu Tesema Guta (Ass. Prof.) for his comments, suggestions and administrating the questionnaires, and assisting on software during analysis of data. Finally, I need to thank teachers, college trainees and support staff of NCTE for their participation in genuinely filling the questionnaire and reacting in the interview.

REFERENCES

- Abiyu, T. (2008). *Causes of students' disciplinary problems in secondary schools* (Unpublished MA Thesis). Mekele: Mekelle University.
- Abreham, H. (2019). *Major problems influencing students' discipline in secondary schools of lideta sub-city* (Unpublished MA Thesis). Addis Ababa: Addis Abeba City Administration.
- Arefaine, G. (1992). *The School discipline consensus report: Strategies from the field to keep students engaged in school and out of the juvenile justice system*. New York: The council of state Government's justice center.
- Arefaine, G. (2000). *Discipline in the class room* (Unpublished Thesis). Addis Ababa: Addis Ababa University Printing Press.
- Arends, R. I. (1991). *Learning to teach*. New York: McGraw-Hill.
- Ayalew, S. (1996). *School discipline and corporal punishment in Ethiopian schools*. Research papers on the situation of children and adolescents in Ethiopia Addis Ababa: Addis Ababa University Printing Press.
- Ayalew, S. et al. (2003). *The situation of child rights education in Ethiopian*. Addis Ababa: A. A. U. Printing press
- Borich, D.G. (1988). *Effective teaching methods*. Columbus: Merrill Publishing Company.
- Chandra, H. (1996). Discipline Strategy. Retrieved January 6, 1996, from <http://www.Eserantional.Or/home.Htm>.
- Chandra, H. (1996). Discipline Strategy: Retrieved January 6, 1997, from <http://www.Drugstas.Org/tt/. Vil2 authoritative.html>.

- Chandra, H. (1999). Class room management for effective teaching. *International Journal of Education and Psychological Research (IJEPR)*, V. 4 (4).
- Charles, M. C. (1981). *Building classroom discipline* (3rd ed). New York: Longman Inc.
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education* (7th ed). London: Routledge.
- DeCenzo, D.A. (1997). Human relations personal and professional Development. New jersey: Prentice-Hall, inc.
- Doyle, W. (1990). Classroom Management Techniques. Albany, NY: University of New York Press.
- Hazen, E., Schlozman, S. & Beresin, E. (2015). Adolescent Psychological Development: A Review <http://pedsinreview.aappublications.org/cgi/content/full/29/5/161>.
- FAIR FIELD Institute of Management and Technology. (2004). School Organization and Management. New Delhi: GGISP University.
- Fischer, M. (2004). When students rock the boat, I'm master and commander of my classroom. Retrieved September 21, 2006, from the Education World Website: <http://www.educationworld.com/incur/voice/voice127.shtml>
- Fontana, D. (1988). Psychology for teachers. British Psychological Society in association with Macmillan Publishers Ltd.
- Gear heart, B. R., Weishahn, M., W. and Gear heart, C., J. (1988). *The exceptional student in the regular classroom*. Ohio: Merrill Publishing Company.
- Harmer, J. (2001). The practice of English language teaching. Harlow: Person Education.
- John, W. B., & James, V. Kahn, . (1996). *Research in Education* Eighth Edition. New York: Pearson Education Inc.
- Jim Walters, M, A. & Shelly Frei, (2007). *Managing Classroom Behavior and Discipline*. U.S.A: Corinne Burton, M.A.Ed.
- Sons, J. W. (2006). *Methods in Educational Research: From theory to practice*. San Francisco: Jossey-Bass a Wiley imprint.
- Kang, D. M. (2013). EFL teachers' language use for classroom discipline: A look at complex interplay of variables. *System*, 41(1), 149-163.
- Kaplan, P.S. (1990). "A Childs Odyssey" child and Adolescent Development. New York: west publishing company.
- Kenneth, C. (1988). *Developing second language skills*. Harcourt Brace Jovanovich Publishers.
- Kher, N. Lacina-Gifford, L.J.; Yandell, Sonya, Preserve Teachers' Knowledge of Effective Classroom Management Strategies: Defiant Behavior, Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,2000) ERIC ED444941.
- Kerlinger, F.N. (1990). *Foundations of behavioral research* (3rd. ed.). Fort Worth, TX: Holt, Rinehart, and Winston
- Dzivhani, M. D. (2000). *The Role of Discipline in School and Classroom Management: A case Study*. University of South Africa.

- Martin, N.K. and Shoho, A.R. (2000). Teacher Experience, Training, & Age: The Influence of Teacher Characteristics on Classroom Management Style, Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29), ED440963
- Mattheoudaki, M. (2001). "Discipline a flexible approach" Modern English Teacher. West- park: publishing CO. Ltd.
- McManus, M. (1995). Troublesome behavior in the classroom. Meeting individual needs. London and New York: Routledge.
- Michael T.& Lian H. (2016). Student Teacher and Classroom Discipline. Journal of Educational research. Indian University, Kokomo.
- Mitchell, M., & Bradshaw, C. (2013). Examining classroom influences on student perceptions of school climate: The role of classroom management and exclusionary discipline strategies. *Journal of School Psychology, 51(5)*, 599-610.
- Tripathi, P. C. (2002). *Research methodology in social science*. New Delhi: Sultan Chan & Sons Educational publishers.
- Riley, P., Lewis, R., & Brew, C. (2011). Why did you do that? Teachers explain the use of legal aggression in the classroom. *Teaching and Teacher Education, 26*, 957-964.
- Robertson, J. (1998). *Effective Classroom Control*. London: Hodder and Stoughton Limited.
- Rowne, D. E. (2005). Teacher perception of the levels of professional contribution to the school. College student journal Schools in Edo State. M.Ed. Thesis, University of Benin, Nigeria.
- Sulich, M. (2004). "Keeping discipline in the classroom" English Teaching Forum 42/3
- Teshome, T. (2013). Students' Disciplinary Problems in Some Selected General Secondary Schools of Kelem Wollega Zone (Thesis).
- Ur, P. (1999). "Classroom management and discipline in adolescent classes". Network: The Bruce publishing Company.