
Original Paper

Assessing the Main Causes of Second Grade Students' Classroom Disciplinary Problem: The Cause of Bakel Primary School in Finote Selam Town

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Abstract

Background: Students' classroom disciplinary problem (CDP) is the most prevalent problem that disrupts the educational process in both primary and secondary schools, and affects the educational system and brought a great impact on the teaching-learning process (Teshome, 2013). The problem is existed all over the school and it is hard and unavoidable to both new and experienced teachers (Qahtani1, 2016).

Sample and method: second grade classroom teachers and the school Vice-director were selected purposively as the participant for this study. The data collected through questionnaire, interview and classroom observation were analyzed more on qualitatively.

Result: Students' CDP in second grade of Bakel Primary school is a serious problem and being an obstacle for the teaching-learning progress. Low income families, working parents, dysfunctional families, teachers, learners' attitudes, peer pressure, mass media and classroom were identified as main causes for students' CDP. Different CDP were identified; laughing, joking, talking out of turn, shout loudly, not listening, and pushing on a chair, looking out, fighting, sleeping, and not doing the tasks and so on. Eye contact, exposing indiscipline students and making them to tell stories and sing songs, making and applying classroom rules, working with parents are some techniques used by teachers to minimize students CDP. Parental involvements, completing materials needed for students, giving advice, prevent children not focusing on movie; kindergartens should do on students' discipline were the perception of respondents as a solution to prevent students' CDP.

Conclusion: first understanding the causes of students' CDP and then using suitable strategies and possible solutions for minimizing and preventing the problem to create smooth and functioning classroom teaching-learning environment.

Implication: Students' CDP is serious problem in both primary and secondary schools. Therefore, every concerned body should work cooperatively on discipline case and understand the major causes in order to find the possible solution for the problem.

Keywords: Classroom Disciplinary Problem, Discipline, Teaching learning process, Classroom

1. Introduction

Students' classroom disciplinary problem (CDP) is the most prevalent problem that disrupts the educational process in both primary and secondary schools. Students do not behave according to the norm of the school and classroom, and became one of the obstacles that facing the educational system and brought a great impact on the teaching-learning process in an academic classroom (Teshome, 2013). Üstün and Ereş (2009) described that Students' CDP existed all over the school that directly effects on the teaching-learning process and the output of education in general. the problem is hard and unavoidable to both new and experienced teachers (Qahtani1, 2016).

On the other hand discipline is one of the requirements of successful teaching- learning process in schools and it is a subject concern for teachers. Discipline provides the modeling, rules, limits, and moral framework within which the individual develops his or her sense of adjustment to society (Temitayo *et al.*,

2013). Diriba (2016) explained that students' discipline is a prerequisite to almost every school has to offer students.

The aim and objectives of schools in line with overall educational objectives are to produce citizens to be benefit themselves and the society, so this only occur when the school can produce students with good character. In other word the school system is not only meant for training students in different fields of study but also inculcate their moral values to be responsible and disciplined (Odebode, 2019).

But lack of discipline is termed as indiscipline/ disciplinary problem and it is occurs when students deviate from certain pre-set rules and regulations which are set inside the classroom. This deviation of students from those certain pre-settled rules and regulations lead to negative attitudes on the teachers' part towards the entire classroom and this make teacher-students relationships far apart which in turn harms students learning (Tiwari & Panwar, 2014). Amogne (2014) also explained that students' CDP is occurred when students' refuses to obey rules of the classroom and make the teachers to spend more times to create an orderly environment before instruction are beginning.

Students' CDP take various forms; such as chewing gum, sever disturbance, use of foul language, Stealing, defiance, disrespecting, talking with their friends or acting rowdy to truly negative behaviors, such as bullying other student. CDP is not only a major challenge faced by teachers and students but also by school administrators and parents (Rahimi & Karkami, 2015).

Students' CDP is caused by different factors and those factors are categorized as school based and out of school factors. Out-of-school factors are those which the school or district has limited or no control over (e.g., family income, parenting style, crime rates), whereas School-based factors are those within the school's or district's nexus of control (e.g., curriculum design, instructional practices, teacher quality, students classroom disciplinary problem) (N E A, 2019).

Teachers take up a considerable proportion of teaching time when dealing with students CDP. This intern affects the quality of students learning outcomes. So in order to solve such problem the root or causes of problem must be determined. When the causes of students CDP is traced, the suitable actions the teachers will take to prevent or control such problem will be easier (Odebode, 2019). Therefore, the aim of this study is to assess the main causes of students CDP.

Besides, as the researcher referred different studies related to students' CDP in and abroad Ethiopia, most of them have been conducted on how to manage and control disciplinary problems in an academic classroom. And also they focused on the strategies that the classroom teachers used to manage this classroom disciplinary but less numbers of studies have been conducted on the causes of students' classroom disciplinary problem. Therefore, in this study the researcher focused on what are the main causes of students' CDP in second grade at Bakel Primary school in Finote Selam.

1.1 Statement of the problem

Specifically educating primary school students need teachers to deal children and it is significant to have an educational leadership skill and use several techniques for guiding and disciplining of children at primary level to build positive relationship with them in classroom. This is because the discipline issues of primary school children should be dealt and treated as they are earlier (Alsubaie, 2015).

However, in Ethiopia at the present day students' CDP is widely distributed and practiced all over the primary as well as secondary school (Daniel, 2013). As the researcher own experiences and the idea of different literatures in and abroad Ethiopia, students become uncontrollable and highly disrespectful to themselves, teachers, school administrators, parents and as well as to the society in large. During the direct classroom observation at Bakel elementary school specifically in 2nd grade, the researcher noticed different types of students disciplinary problems included violence, shouting, lies telling to teachers, dishonest, disrespect to teachers, talk loudly as they wish, not doing the tasks given, cheating, fighting, looking outside with the window, stealing. This condition pushes the researcher generally to assess the main causes of students CDP in this observed grade.

Students' CDP is the burning issue of the world and one of the valid reasons for lowering the quality of education, students learning and academic achievement (Nigatu, 2017). Ejesi & Ifeoma (2016) described that, at all level of education especially primary school level, students CDP is considered as a very

serious problem to the teachers in an academic classroom. This is because the society attached great value to discipline and this discipline must be imparted into the children at very tender stage in life. The problem is not unique to certain countries but they are almost the same in the school of different parts of world and it is one of the most challenging issues in the teaching learning process (Maskoameng, 2010). CDP interferes with students' ability to follow the lesson and it hinders their learning experience. If students engaged in disruptive behavior, the activities will not be meet their learning, needs, interest and abilities (Amogne, 2014).

The researcher chooses this topic at second grade is due to the following particular reasons:

- Indeed many studies were conducted related to classroom disciplinary problem at both primary and secondary grade levels but most of them are focused on how to manage the CDP and less numbers of studies were conducted on the causes of classroom such problem and from which most of them were conducted abroad Ethiopia and very few are inside. So the present study also differs from others by location and time.
- The researcher owns experience about students' CDP .The researcher is a teacher who has 3 years old teaching experiences at high school level and came across with the challenge of students' CDP. And also such problem is observed in the elementary school classroom during the researcher observation of college trainee school practice at the elementary school specifically the researcher conducted two times classroom observation in grade two.
- And again there another happening that mainly pushed the researcher to conduct this study. That is; the researcher repeatedly heard an amazing idea from 10 years old boy that is learning in grade two at Finote Selam Primary school in West Gojjam in the academic year of 2014E.C. This boy always said his Mather as "please admit me at private school because I cannot learn in our school" and repeatedly he said like this, so one day the researcher asked this boy as why you do not want to learn in your school and why you said like this? Why you said I cannot learn in our school. He said "I cannot learn because the students disturbing the class at any time, they do not bother whether or not the teacher is present in the class".

1.2 Conceptual frame work

The main objective of this study is to assess the main causes of students CDP in an academic class room, so the researcher modeling the conceptual frame works as shown in figure-1

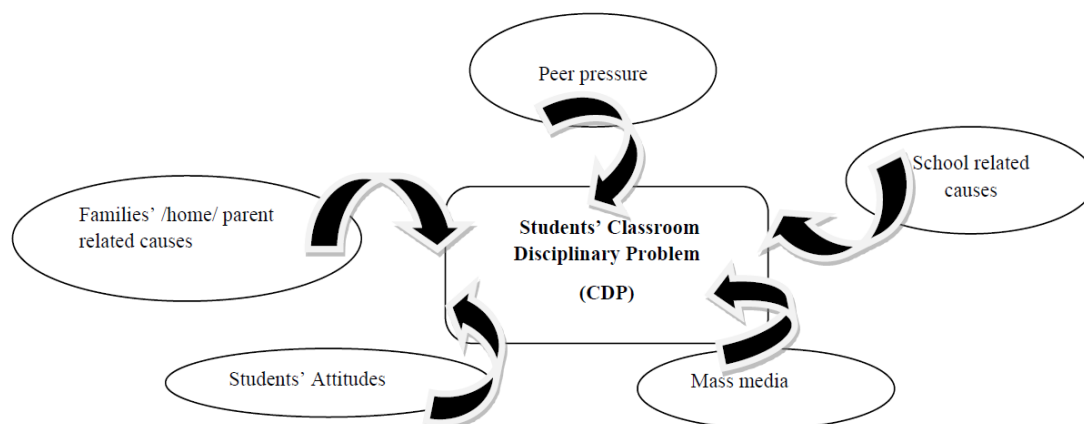


Figure 1. Conceptual frame work for the study

1.3 Research questions

1. What are the main causes of students' CDP in second grade of Bakel Primary school?
2. What are the common types of students CDP prevalent in 2nd grade at Bakel primary school?

3. What type of strategies can be employed to minimize this problem in second grade of Bakel primary school?

1.4 Objectives of the study

General objective of the study

- ✓ To assess the main causes of classroom disciplinary problem in 2nd grade at Bakel primary school.

Specific objective

- ✓ To study the main causes of students class room disciplinary problem
- ✓ To identify common types of students CDP prevalent in 2nd grade at Bakel primary school
- ✓ To suggest the appropriate strategies to minimize the students' disciplinary problem

1.5 Significance of the study

Therefore, the finding of this study will have the following significances:

- It hopes to give a clue for the teachers that what is the impact of classroom disciplinary problem on students learning. This enables teachers to apply the strategies to manage the classroom disciplinary problem.
- It may help Bakel primary school education officials to understand the causes of students classroom disciplinary problem
- It is a way for teachers to identify effective classroom management procedures and use them in order to minimize disciplinary problems in the classrooms.
- It will be significant for teachers to design their instructional method based on the classroom students' discipline.
- It serves as a stepping-stone for those who have an interest to conduct further and detail quantitative as well as qualitative studies in the area

1.6 Scope of the study

From west Gojjam in Finote Selam, there are five primary schools (Bata 01, Edigetber, Juinor, Firen and Bakel) and the study was delimited to Bakel Primary school that 2nd grade become the focus of the study. This is because Bakel primary school is found to be important so as to make the study manageable in terms of time, resource use relative to researcher position. And also the researcher has a previous knowledge and experience at this school as well as has good communication with the school communities. Conceptually, this study was delimited to focus on the main causes of second grade students CDP because based on the literatures, researcher experience and noticed; Students' CDP is one of the most challenging issues that interfere with students' ability to follow the lesson and it hinders their learning experience as well as the teaching process of the class room teachers.

2. Review of related literatures

2.1 The Concept and Definition of Disciplinary Problems

Different literatures used many terms to define CDP. Lopes & Oliveira (2017) stated that the concept of classroom disciplinary problem is not used in the same way from country to country and is used interchangeably with a number of other related concepts (e.g., classroom disruption, classroom misbehavior, classroom indiscipline). Ejesi and Ifeoma (2016) define CDP as misconduct, disciplinary violation and misbehavior. Albert (2003) define CDP as an inappropriate acts association with students pursuit of mistaken goals, as attention seeking, power seeking. Such behavior occurs when students fail to achieve their prime goal of acceptance classroom.

2.2 Impacts of classroom disciplinary problem on students learning

Dealing with students' misbehavior within the classroom could be a major task for teachers. If there is students' CDP, teachers take up a considerable proportion of teaching time with dealing such problem,

this in turn affects the quality of students learning outcomes (Ejesi and Ifeoma, 2016). CDP brought poor quality on the teaching-learning process and slow down the peace of academic work; thus bringing about poor examination results and this in turn reduce school enrolment and making parents lose their interest on the school (Nigatu, 2017).

2.3 Impacts of classroom disciplinary problem on the teaching process

Garegae (2007), described that Students' CDP has at least two impacts on teachers; one is that teachers feel insecure especially when it is the first class. Teachers are not sure if everything will go according to their plan. They are not free to teach. The second impact is that poor performance of students. Teachers spent much time on classroom discipline cases and less time is spent on teaching. As a result the syllabus is not completed, hence students' inadequate preparation for the examinations and learning (Lochan, 2010).

2.4 Common types of students classroom disciplinary problems

Morongwa (2010), Stated that students' CDP can be categorized into three types namely problems that inhibit the learners own learning, problems by one learner which is destructive to the learning of another and problems which are disrespectful and defiant to the teacher. Moreover, Selamawit (2012), reported the following students' CDP according to the result of her study entitled with Factors contributing to students' disciplinary problems in governmental schools. These problems are whispering while the teacher is explaining, eating during the school period chewing-gum, throwing anything, talking back, passing notes to friends frequently tardiness, irritating other children, obscenity, inattentiveness, giggling, cheating, defiance, carelessness in work, imprudence, crowding and pushing, lying, forgetful violation of regulation, impertinence, rudeness, discourtesy, profanity. The different types of students CDP existed in the school are almost the same in different school but their intensity may differ from school to school (Nigatu, 2017).

2.5 Common types of students CDP in primary school

CDP is the most predominant problem that affects the education in most primary school. Most primary school students in Ethiopia do not behave according to the norms of school and classroom. They are unique group, creative fun and independent but are challenging especially in the classroom. They are less equipped to handle complex emotion, so they tend to act out. Their disciplinary problem in the classroom disrupts their attention and negatively impacts their own learning (Harris, 2000). Hamedoglu *et al.* (2012) entitled with "Encountered Disciplinary Problems in Elementary Schools" identified the following common types of students CDP among primary school especially in 2nd grade ; Making nose, Speaking without permission, Interrupting , Lack of materials, not participating in the lesson and Irresponsibility.

2.6 The main causes of classroom disciplinary problems

2.6.1 The family/home factors

The family is the first institution which shapes learners' behavior. Parents in the family are the greatest importance to shape students' discipline and creating conducive teaching-learning atmosphere in the school. various home experiences have influence on a child's behavior; parenting styles, working parents, ineffective parental discipline, single parents and dysfunctional family are causes for lack of learners discipline that originate from the family (Jinot, 2018).

Students from low socio economic family background face much diversity. Their family and social environment have a great effect on social and emotional adjustment as well as their discipline in the school environment. In addition, some parents overprotect their children by being too permissive and so latter the children manifest socially unacceptable behaviour at school. Besides, parents provide their children with a mobile phone for security reasons but learners from low-income families who do not have much money or do not have a mobile phone may be frustrated on seeing their rich classmates with the latest sophisticated mobile phones and rob them of their money or mobile phone or even take their mobile and misuse it (Mabitla, 2006). Generally less economical background of parents, single parents and lack of parental involvement in their children is the major cause of students' disciplinary problems at school and inside the classroom which affects their learning process.

2.6.2 The students' attitudes

Sometimes students see school as a place where they are forced to stay despite their lack of interest and will misbehave when they get bored. Whereas other students are unwilling to learn because they are no more interested in their learning and unaware of importance of education, involved in drug addiction, lack of maturity, lack of self-judgment, did not like the subject or face of teachers (Jinot, 2018).

2.6.3 Peer pressure

Students may influence by their peer group which manifest undesirable behaviors. They may follow their friends doing or showing indiscipline so that they may prove them or identify themselves with others and be accepted by them. Misbehaving students distract their classmates/peers, prevent them from focusing and complicate their learning (for instance by talking, laughing, singing, pulling, and taking) (Temitayo (2013).

2.6.4 Mass media

Mass media refers to media technologies used to disseminate information to a wide range of audience. It is important to communicate various messages through television, movies, advertising, radio, internet, magazines and newspaper (English Oxford, 2023). Mass media can accelerates students' indiscipline by destroying their moral and characters; it increases their stress, depression, mental disorders and reduces their communication ability among their peers. It also makes students to instilling false message and violet behaviors (Chrispinus *et al.*, 2019).

2.6.5 School related causes

The rate disciplinary problem in the school including in an academic classroom now a day is keeps increasing (Hafizibin, 2008). Fetenech (2016) indicated that, in the school there are different factors that can contributes for students disciplinary problems such as the teachers, the classroom, class size, arrangements of materials and students in the classroom, the curriculum etc.

2.6.5.1 Teachers related causes

Teachers play a greater role in inculcating values and instilling effective discipline in their students. The attitudes, behaviors, tone of voice and languages of the teachers were identified by students as being a factor contribute to their indiscipline. Teachers sometimes bore students' in the classroom causing them to get fed up and become involved inappropriate behaviors; as a result students' becomes bored and derived pleasure from making teachers angry (Fields & Fields, 2006). Mtsweni (2008) reported that some teachers are irresponsible who believe that their task is only to teach. They are no longer committed to their profession. They also forces learners to do something rather than encouraging them to act in a smooth manner.

Masekoameng (2010) describe some of the detrimental attitudes of an educator that may lead to learners' misbehavior as follows:

2.6.5.2 Classroom-Environment

Classroom environment comprises of several aspects that may at times be observable including physical setting such as Classroom design, classroom arrangement (Isbell & Raines, 2001). The physical elements such as Poor classroom arrangement (arrangements of chairs, tables and other resources) may affect students' free movement and can result into social behavioral problems (Obaki, 2016). The size of classroom has its own facilitating and hindering activities for the teaching-learning process. As the number of students increase in the classroom as well as per one siting chair, the complexity of their indiscipline demands serious attention (Fetenech, 2016).

The intangible elements like temperature and sounds within the classroom also contribute for students behavioral problems (Shamnadh & Anzari, 2019).

2.6.5.3 The curriculum

A curriculum is a set of courses and learning materials used by educational institutions and their students (Fetenech, 2016). The relevance of the curriculum to the students can influence their discipline. Students

engage in several forms of disciplinary problem if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society. Indicated that disciplinary problem is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs (Daniel, 2013). Ejesi and Ifeoma (2016) also reported that when the students is not provided with age appropriate curriculum that will be challenging, it make them to be mentally withdrawn out of frustration and boredom may resulting to manifestation of disciplinary problem during their learning.

2.7 Managing strategies of classroom disciplinary problems

It is not possible to eliminate classroom indiscipline but best teachers must occasionally address episodes of indiscipline and it is possible in most circumstance to prevent indiscipline from occurring or from becoming the primary vector of the class (Lopes & Oliveira,2017). Teachers can manage students' CDP with establishing their own various techniques such as setting clear rules, creating interactive educational environment, presenting educational content using diverse method, giving rewards for good behaviors, etc. in order to achieving the smooth function of teaching learning process (Shamnadh and Anzari, 2019). Abreham (2019) mentioned the following techniques in his study entitled with "Major problems influencing student's discipline "to minimize students classroom disciplinary problems. Those are making discussion with their family, creating good relationship and understanding the problems of indiscipline students and taking the opportunity to involving in co-curricular activity, exposing their indiscipline action in front of their classmates, Collaborative work with concerned bodies, taking sustainable guiding and counseling service and Persuading to the students about the final effect of indiscipline behavior

2.8 Students classroom disciplinary problem in Ethiopia context

Diriba (2019) reported that in Ethiopia students CDPs at present day are widely distributed and practiced all over primary schools as well as in secondary governmental schools. The finding of the study that is conducted by Negesse *et al.* (2020) in West Shoa Zone on students' classroom misbehavior reported that students CDP is not only influence the implementation of the teaching- learning process but also on teachers ability to conduct action research to resolve misbehavior related problems.

As different Ethiopian studies explained, for instance the study of Diriba (2019), Beyene (2016) and Amogne (2014) revealed that the most common students CDP in Ethiopia are; throwing of chalk across the class, shifting from chair to chair, making impolite remark towards teachers, leaving the class without permission, being restless in the class, do not give attention during lecturing, cheating examination, stealing students property, fighting, side talking, do not accomplish the given activities and calling each other. These are the common classroom CDP that are identified during researchers direct classroom observations and from interview of teachers. Some researchers such as Abreham (2019), Diriba (2019), Fetenech (2016) Nigatu (2017), have conducted the same studies about main causes of students' CDP in Ethiopia. However, their studies were differing from the present study by place and time.

2.9 Possible solutions for students' classroom disciplinary problem

It is important for teachers, parents and other stakeholders to be aware of the measures to prevent students' disciplinary problems (Edwards, 2000). Edwards mentioned the following possible solutions in his study entitled with "factors contributing to lack of students discipline and the possible solutions" to prevent students' disciplinary problem, those are parents' involvement, behavioral policy, and counseling and classroom rules.

Parental involvements: active and significant involvements of parents in all aspects of their children education as well as discipline. In order for children to be effectively disciplined, there should be show cooperation between teachers and teachers (Masadi, 2015).

Behavioral policy: Schools behavioral policy should provide the structure for behavioral management at the whole school levels, in the classroom and to handle learners with disciplinary problem (Chaplain, 2003).

Counseling: Counseling or giving guidance for those students who have discipline problem can promote their positive behaviors to create safe and effective classroom learning environment for all students. This

helps students to have good behaviors, make their own decisions and to resolve confusion (Ngumi and Chege, 2016).

Classroom rules: having a set of rules in the classroom is one way of preventing students' disciplinary problem. (Scottish Publications Online. 2004).

3. Research methodology

3.1 Research Design

A qualitative research consists of interpreting material practices that make the world visible (Denzin & Lincoln, 2005). In this study, the researcher employed qualitative analysis aiming to construct the reality of teachers that they experience concerning the students' CDP in their everyday life based on their interpretations. In this study descriptive analysis also employed to express the background information of participants in percentage.

3.2 Populations of the study

Bakel primary school 2nd grade students, teachers and the school director were included in this study as the researcher believed that they were the right source of information for case of main causes of students' classroom disciplinary problem. The teachers will be the subjects of both questionnaires and classroom observation while the students were subjects of the classroom observation of the study. Based on the information the researcher received from the office of academic affairs at Bakel primary school in Finote Selam, West Gojjam: Administration Unit (Academic Affairs, 2015), the distribution of participants were shown on table1.

Table 1. Distribution of study participants based on their number and sex

Grade two students												Grade two subjects teachers			School Vice director		
Section A			Section B			Section C			Section D			M	F	T	M	F	T
M	F	T	M	F	T	M	F	T	M	F	T						
19	31	50	18	30	48	20	29	49	25	23	48	3	3	6	1	0	1

3.3 Sample of the study

In order to manage time, out of four sections of 2nd grade students who enrolled in the academic year of 2015 E.C at Bakel primary school; two sections (Section B and D) will be taken as a sample for this study. In total, in these sample sections there were 96 (**41 male and 55 female**) students (Table1).

3.4 Sampling techniques

Purposive sampling method: From west Gojjam in Finote Selam Town, there are five primary governmental schools. Therefore, purposive sampling was used to select the study area or school (Bakel primary school) as well as the grade and the school director because of the researcher previous experience about students CDP at this school specially in grade two and researcher had good communication with the school communities before

Simple random sampling method: Two out of four sections of 2nd grade students were selected randomly using lottery system because all are in the same grade level. Hence, these were the sample sections for this study.

Comprehensive sampling method: The researcher also used comprehensive sampling techniques to select all Bakel primary school 2nd grade teachers in order to get enough information about students CDP in each subject class of this grade. Comprehensive sampling is a strategy that examines every case or instance of a given population that has specific characteristics that the researcher interested in for his/her study.

3.5 Data Gathering Instruments

A. Questionnaire

The researcher prepared eight self-constructed items that were administered to Bakel primary school second grade subject teachers. The items provide the researcher with an easy accumulation of data. It also gives respondents freedom to express their views and make suggestions. The questionnaires were categorized in to six parts according to their aims:

Part one: focuses on the demographic data of the respondents such as age, sex, academic qualification and teaching experiences.

Part two: focuses on the main causes of second grade students CDP of Bakel primary school

Part three: focused on impacts of students CDP on teachers as well as on students themselves

Part four: Focused on the impact of students' classroom disciplinary problem on both the teaching and learning progress.

Part five: focused on type of strategies that employed to minimize these problems in second grade classroom at this selected primary school.

Part six: focused on the respondents' opinion regarding to the possible solutions to manage students CDP

The questionnaire had open-ended questions which allow the participants to express their ideas in unlimited ways. And finally these questionnaires expressed in narrative form by reviewing the notes, describing, interpreting and reflecting. It involved word argumentation than numerical explanations except the respondents' background information.

B. Interview

The researcher prepared five self-constructed semi-structured interview items. The goal of this interview was to gather the general information about students CDP regarding to the following situations:

- How students CDP is serious at Bakel primary school.
- Common types of students CDP observed specially at second grade.
- Main causes of the problem.
- The approach of teachers and students inside the classroom.
- Possible solutions to prevent students' disciplinary problem.

B. Observation Checklist

The researcher also prepared five self-constructed class room observation checklists that had been applied in second grade classrooms. The researcher will conduct class room observation at both sample sections of second grade to assess:

- The arrangement or seating of students in the class room
- The approach between teacher and students inside the classroom,
- strategies used by the teachers to manage students' behavioral problems,
- Teaching methods used by the teachers.
- The type of disciplinary problem students show inside the classroom

3.6 Data Collection Procedures

For the collection of data, the researcher first asked permission from the school director and make communication with the school communities. The purpose of the study had been also explained thoroughly and the requirements were set. After approval from the school, data have been collected as follow:

- Seven items of questionnaires had been administered for participant teachers.
- The researcher observed both sample sections of second grade students and teachers for two successive days using the observation checklists.
- The researcher also conducted formal interview with the school director that was ranged fifty minutes to an hour in length
- Finally all the collected data would be organized and ordered to ready for analyzing and interpreting

3.7 Data analysis techniques

Data were analyzed qualitatively through thematic approach. Thus, data obtained from individual questionnaire, interviews and observations were analyzed by identifying common themes from respondents' description of their experiences. Similar ideas were grouped to form sub-themes. The researcher also used descriptive data analysis techniques to analyze background information of the participants in the form of percentage. First researcher assigned code for the respondents (second grade subject teachers) based on their qualification (Diploma, Degree,) that collected from their background information. At Bakel primary school from the total of six second grade subject teachers, four of them hold their Bachelor degree (B.Sc) and the rest two are at Diploma level. Therefore, the coding system is given as follow:

- Teachers, whose qualification is diploma, coded as Teacher D01, D02...
- Teachers, whose qualification is Bachelor Degree (first degree), coded as Teacher B01, B02, B03 and B04.

3.8 Validity and Reliability of the Tools

The validation processes of developed tools were done systematically.

- The researcher identified various components for the relevant tools
- The tools were circulated among experts for their comments and suggestions
- The suggestion given by experts was incorporated in the respective tools
- Some items were changed and some items were rephrased

4. Result

4.1 Background Information of second grade teachers

The respondents were kindly requested to provide information about their sex, age, educational background and teaching experience. This information was collected through questionnaire. The questionnaire was distributed to Bakel primary school second grade subject teachers. Their background information is presented in table 1.

Table 2. Background information of 2nd grade teachers

NO	Variables		Types of respondents [Teachers]	
			Total NO=6	In percentage (%)
1	Sex	Male	3	50
		Female	3	50
2	Age	20-30	0	0
		30-40	3	50
		40-50	3	50

		50 and above	0	0
3	Qualification	Diploma	5	83.33
		Degree	1	16.66
		Master	0	0
4	Teaching Experiences	1-5years	1	16.66
		6-10 years		0
		11-15 years	2	33.33
		Above 15 Years	3	50

In the above table 2, out of 6 teachers, 3 (50%) of them were males and 3 (50%) were female. The percentage of second grade male and female teachers at Bakel primary school is equals. Teachers' age as shown in the table 3, 50 % of the respondents were in the 30-40 years age and again 3(50%) of the teachers are in the 40-50 years age category. This depicted that half of the teachers are younger who are in the productive age group. With regard to the experienced ones 2(33.33%) were in between 11 to 15 years and 3(50%) were above 15 years. Those are likely to take responsibilities more than others. But with regard to the academic qualification as shown in the table3, 5 (83.33 %) of the teachers were diploma level whereas 1 (16.66%) of the teacher was Bachelor degree holder. This shows that the majority of the teachers were not still upgraded and they are less committed to solve the problems they face in the teaching leaning process even if they are motivated by the administrators and other concerned bodies. As a result, favorable teaching-learning classroom atmosphere could not be attained.

4.2 Background Information of Bakel primary school Vice- director

The school vice-director was kindly requested to provide his background information during interview process and presented in table 3.

Table 3. Background information of Bakel primary school Vice- director

Variables	Types of respondent(school Vice-Director)
Sex	Male
Age	30-40 years
Qualification	Degree
Experience	10-15 years

From table 3 above, there is one vice-director at Bakel Primary school in Finote Selam Town. He is at the age of 30-40 years category and his qualification is first degree holder. With regard to experience, he has 10-15 years administrative and teaching experiences. This indicated, it is obvious that he is more experienced to handle the issues because of their long professional experience.

4.3 Analysis of second grade Students CDP at Bakel primary school

This section of the chapter four is mostly concerned with the presentation, discussion, analysis and interpretation of the data obtained from second grade primary school by the use of questionnaire through descriptive analysis using percentage and narrative expression. And also information obtained through classroom observation was qualitatively interpreted for triangulation. Based on the research questions that the study set out to answer, the data were treated in the following order: the common types of students disciplinary problems in second grade at Bakel primary school, their causes and the strategies used to minimize such problems of students.

4.3.1 Second Grade Students' CDP at Bakel primary school

According to the respondents, in Bakel primary School, the teachers have stated that second grade students CDP is very difficult. As the teachers said that the presence of disciplinary problem of students in the classroom having a great impact on the learning process of the students and the teaching process of the teachers as well as on the education as a whole. According to the data gathered the respondent teachers, their ideas are putted as follow:

“I know that Students' disciplinary problems in the classroom are among the most serious problems in education today. Due to the presence of such problems, disobedience, misunderstandings and boredom situations in the classroom have been created between teachers and students as well as among students” (Teacher D02).

“Disciplinary problems of students in the classroom are a serious problem that can be an obstacle for my teaching activities. The problems have an impact in maintaining the quality of education and preventing students from being able to get enough knowledge in their learning according to the class level” (Teacher B01 and Teacher D03).

In addition, Teacher 05 added that

“Disciplinary problems of students in the classroom are so difficult that being an obstacle for me not to complete my activities on time and achieve the desired educational goal”.

Also, according to the researcher's interview with the Vice- Director of Bakel primary School, he explained the following about students' disciplinary problems in the classroom:-

“In our school, students' disciplinary problems are observed at all grade levels. Currently, these problems are becoming very difficult and serious, and they are preventing students from getting sufficient and deserved academic knowledge in their grade level, and they are becoming an obstacle to bring the desired quality of education”.

4.3.2 The main Causes of second grade Students' CDP

The purpose of this study is to assess the main causes of students CDP in second grade at Bakel primary school in Finote Selam Town. The teachers listed many things as they think thus can be main causes for second grade students classroom disciplinary problems. Thus things that collected from respondents were categorized in to the following themes. The family related causes, the students' related causes, the teacher related causes, peer group pressure, mass Medias and the school related causes.

4.3.2.1 Family related causes of students CDP

According to the teachers' ideas, parents are the main foundation for developing children's discipline. Children reflect to school as well as in the classroom that the discipline they have learned and observed from their parents, so parents are greatly importance in creating a conducive teaching and learning atmosphere in the classroom. However, there are various situations in parents that can be causes for their children disciplinary problems at the school and inside the classroom. As teachers mentioned, parenting style, working parents, low income families, dysfunctional families can be causes for students' disciplinary problem.

A. Low income families

As the teachers said, most of the students learning in Bakel Primary school come from low income families and these students have high psychological impact and show various disciplinary problems in the classroom. As the teachers reported.....

“Having a low family income causes psychological pressure on children. As I have seen, these students show problems such as stealing ideas in the classroom and losing focus on their learning, not attending, taking materials they don't have from others, not completing the learning materials, and so on” (Teacher D02).

As other two teachers illustrated that

“Students' CDP that is difficult for us is that; students that come from low income families sleep in the

classroom and do not attend because they do not get enough food, i.e. they do not eat their breakfast, at this time other students would disturb the classroom by laughing and hissing at them” (Teacher D01 and B02).

Similarly as the Vice Director of the school said about students’ CDP in relation to the low income families that;

“Mostly students coming from in our school low income families lack adequate breakfast; these students show different disciplinary problem in the classroom. For instance sleeping, do not completing their learning materials, not doing activities, and crying and leaving the classroom when asked by the teachers”.

B. Working Parents

As the teachers explained, in addition to low income, in Bakel Primary school, most of the students’ families are engaged in various fields of work and are so busy that they do not have enough time to control and take care of their children.

As the two teachers illustrated about students’ CDP in relation to working parents that...

“In many families in Bakel Primary school students, there is a working parent, so they do not have much time to take care of their children. They leave home early in the morning to go to work and come back home late in the afternoon: the children are free in between to do whatever goes wherever and behave however they wish. The parents are not here to oversee their behavior. They are left on their own under no parental supervision. So, children have more freedom and therefore they are also free to misbehave” (Teacher B02 and Teacher B03).

Another teacher explained that

“When the superintendent calls the parents of the students who have misbehaved in the classroom, they do not come because they are busy in their working and have time. So, the students take advantage of the indifference of the parents to their behavior at school and they fearlessly misbehaved” (Teacher D01).

C. Dysfunctional families

The teachers as mentioned in the questionnaire, one of the causes for students classroom disciplinary problem in relation to parent is the presence of dysfunctional families, i.e. the presence of bad parents’ role models for their children.

As one of the participating teacher described,

“The students in second grade even though they are children, say offensive words to the teachers in the classroom, tease the teacher, go outside without permission during learning time, put their leg foot on the chair, through something towards their friends roll up papers and pretend like cigars and act as smoking with their mouth. This shows, these children copying those bad behaviors from their parents or related families. Because children are very fast to copy the behavior they have seen from some ones others” (Teacher B01).

4.3.2.2 Students related causes

The participant teachers mentioned the following two main students’ related causes which can influence their discipline in the classroom.

A. Learners attitudes

One participant teacher stated that...

“Some students have no interest in learning in the classroom, consider the school as a waste, do not know the purpose why they learn, lack of interest in doing the tasks given, hurrying and wandering until the end of the session or period. This shows that these students have a weak and low attitude towards the education” (Teacher B03).

B. Peer pressures

One participant teacher mentioned that...

“Peer pressure is another potential cause of student disciplinary problem. Some students, who are considered to be good and better in their behavior, see the actions of others who are bad in their behavior and they try to show that behavior” (Teacher B02).

Another participant teacher also explained that...

“As you know, students in the second grade are children at their age, so they are quick to apply the behaviors they see and hear from their peers. As I understand it, some students show disciplinary problems in the classroom, such as saying offensive words to teachers, laughing at teachers, asking questions that are inappropriate and out of the topic, Students who act out are usually motivated by hearing and observing other students who are misbehaving” (Teacher D02).

4.3.2.3 School related causes

School is an educational environment in which it develops and continues the education of children to become citizens who are intelligent, skilled and well behaved. However, the rate disciplinary problem in the school including in an academic classroom now a day is keeps increasing (Senjaya *et al.*, 2020). The participants of this study listed the following school related causes that contribute for students' classroom disciplinary problem.

A. Teacher related causes

It is known that, teachers play a greater role in inculcating values and instilling effective discipline in their students in the school as well as inside the classroom. Abraham (2019) stated that all changes that lead to the correction of classroom discipline lie in the role of teachers, his or her willingness, and approaches to students, personality and teaching method that the teacher used. The Vice Director of Bakel Primary School mentioned that teachers themselves can be the cause of students' classroom disciplinary problems in the classroom. As he mentioned:

“For example, when students sleep in the classroom, refuse to perform tasks, or fail to complete the learning materials, fearful students, instead of trying to solve the problem by asking and understanding in a positive way, teachers insult the students, make them leave the room, despise them, and so on. At this time, in one way other students show the behavior of laughing, mocking, and isolating to those students. In another way, those students hate the teachers and refuse to do what they say”.

In addition he also added that:

“Some teachers carelessly teach the lesson without thinking about the disciplinary problems of the students. As well as when the teachers talk to learners with non-respect, the latter do not bring their books in the classroom, bunk the class, will go to the rest room pretending that they are ill, and find excuses not to follow their class. And also, some teachers late for class and force students to do excessive tasks, during this time students show behaviors of hating the teacher and not agreeing to the things he orders”

As one participant teacher remarked that

“Some teachers' use of voice and language can cause students to exhibit various disciplinary problems. Also, as the teachers are new, they fear and do not understand the behavior of the students and keep silent when the students reflect various disciplinary problems in the classroom” (Teacher B01).

Another participant teacher remarked that

“Teachers' weak classroom management practice also one causes for students classroom disciplinary problem. Some teachers have weak classroom management skills. They try to control students by force, by being aggressive towards students, by being serious; so at this condition students have negative attitudes towards those teachers and try to be silent or passive, not participate in the class and hate teachers as well as the lesson” (D05).

Additionally as the researcher observed and noticed the approaches of students and teachers, most

teachers become angry and sad with students' discipline, they do not try to solve the problems of students in a motherly and fatherly way. Teachers being aggressive when students show indiscipline problem and some students become fear and passive in the classroom while some others hate those teachers and do not be voluntary to do tasks given by teachers. As the researcher also noticed the instructional process, due to the presence of students CDP, teachers spent most of the instructional on controlling the discipline case and do not get enough time to use different instructional methods that can involve and engage students. So they are forced to use teacher-center method of teaching.

B. Classroom-Environment

If the design of classroom environment is not suitable for the teaching-learning process; it may contribute to students to refuse to behave (Olds, 2002). From the interview with the school Vice Director, both the physical and intangible classroom elements of second grade at Bakel primary school contribute for students' disciplinary problem. As the school Vice Director explained...

"Since the classrooms are close to the sport field and also the windows were opened due to the hotness of the temperature inside the classroom, students turn their attention outside towards to the field. Because they have looking different things from outside, they show the problem of laughing, shouting, talking as well as calling outside. In this situation they do not pay attention to their learning because their attention is drawn outside".

Another thing that the school Vice Director mentioned in connection with the classroom situation...

"Also, there is shortage of seating chairs in our school, so three students have been sited on one chair in the classroom. In this situation, students talk and fighting each other, laughing and snatching their learning materials. During this time they disturb the teaching-learning environment as well as the teachers".

As mentioned by Teacher B01 and D03 in the questionnaire, since the seating arrangement of students in the classroom is closed to each other and teachers face with various problems while teaching. According to their ideas, students are seen laughing, fighting, and talking other things out of their subject and laugh. At this time the teachers become disturb and feel angry towards the students.

As the researcher also observed Bakel Primary school second grade classroom, there is lack of seating chairs for students, so students are forced to be three per a chair. At this condition become push and fight each other, talking side by side and do not listen the teacher and lose their learning. They also steal the teachers' idea and instruction time.

4.3.2.3 Mass media

Mass media is an important source of information in most of the countries. It has the ability to influence the behaviors of individuals by providing information and changing their beliefs (Kamenica and Gentzkow, 2011). As one participant teacher in this study mentioned, students change their behavior from different things they see or hear from different media at home or outside and at school. They display unnecessary behaviors. He stated as...

"If students watch or hear bad information from different media for example when they watch different movies from television or mobile, they will try to act as what they have been watched, change their speaking or voice style even inside the classroom. In another way children who watch or use media in their bedrooms often don't get enough sleep at night, so they become sleep in the classroom".

The school Vice-Director also added that

"Bakel primary school is presented in the Town as well as the students also within the Town; hence they are easily exposed to different media. Because of this media is one of the causes of students' classroom disciplinary problem".

4.4 The common types of second grade students CDP

Nigatu (2017) reported that there are various types of students' classroom disciplinary problems which are exhibited in the schools. These disciplinary problems are almost the same in different schools but their intensity may differ from school to school. Odebode (2019) also said that, there are a variety of

disciplinary problems in an academic classroom among primary students.

Besides to this, the participants of the present study mentioned that, in Bakel primary school at second grade, various type students' class room disciplinary problems are practicing.

Therefore, the most common types of Bakel Primary school second grade students' classroom disciplinary problems that usually confronted by the teacher are: inattention, laughing, giggling, whispering, clowning, joking, talking out of turn, verbal aggression, shout loudly to amuse the class mates, playing, discourtesy, the problem of misunderstanding with teachers and with each other, not listening, pushing on a chair, being out of seat, moving from one seating chair to the other, leaving the class without permission, looking out through the window, do not bring learning materials, fighting each other, sleeping inside in the classroom during their learning, not doing the tasks given by teachers, behaviors of hating the teacher, put their leg foot on the chair, being inactive during the lesson and being irresponsibility.

The researcher also observed the following students' classroom disciplinary problems in second grade at Bakel Primary school ; moving from chair to chair, side and back talking, fighting each other, through things towards their friends, laughing, sleeping on their seating chairs, being without learning materials, try to leave the classroom without asking permission, looking outside, do not actively attend their teachers. However, CDP is not seen in all second grade students but most of them have such problem.

4.5 Impacts of classroom disciplinary problem on students learning process

Within the classroom and the school context, student behaviors that disturb the learning environment have a rippling effect, influencing the disruptive individual, his or her classmates, the school and subsequently, near and far communities. That if the level of indiscipline continues to rise, there can be serious damaging effects on learning, motivation and performance of students (Rhoda and Toyin, 2020).

The participant teachers and the school vice –director in this study reported that students classroom disciplinary problem in second grade of Bakel Primary school is serious and challenging issue that could affect their learning.

Teacher B01 revealed that

“Students would do something in private which are not related to the lesson such as drawing something, writing something not related to the lesson and gave for their class mate and make them to lough; during this time they lose their learning, the lesson and what they should to know”.

Other teachers explained that

“Students especially thus coming from dysfunctional families show bad discipline inside the classroom. For instance, they give irrelevant answer for teachers' questions, lack of respecting towards their teachers, being aggressive when the teachers talk them. These conditions make teachers to have negative attitudes towards thus students, teachers do not try to motivate, appreciate, not give a chance to participate and ignore them, and this has an impact on students learning as well as on their achievement” (Teacher D01 and Teacher D03) .

Another teacher mentioned that

“Sometimes students in my class become passive, it is hard for me to teach them. During this time I think they just do not want to learn, me also become inactive and carelessly taught them. At this condition I have compared these passive students those who make noise in the class are better because at least there is interaction even we argue” (Teacher D02).

Teacher D04 remarked that

“When there is students classroom disciplinary problems, I spent much of my period on controlling and managing those problems and I have less time for the lesson and do not cover the content on the given time, so at this time students lose important concepts in the lessons and ineffective in that subject”.

Another teacher added that

“Generally, students' classroom disciplinary problems make them to lose focus on their academic. It slow

down the peace of academic work, bring poor examination result and this in turn reduce teachers and the school enrolment” (Teacher D05).

The school Vice-Director also in the interview reported that

“Students’ classroom disciplinary problem can be seen as any action that considered being wrong and not generally accepted as proper in a set up. Therefore, this can have an impact on students’ academic or their learning. For instance it being a cause for teachers to have a negative attitude towards those students, prevents students from learning, distracts them, kills their motivations, and decreases their desire to learn”. He also said that “as students at this grade level being indiscipline, this develops with them and they become more challenging and continue in their next level even in the secondary level”.

4.6 Impacts of classroom disciplinary problem on teaching process

Teachers face with many challenges in the classroom in the teaching-learning process and from these CDP is one of the predominant challenges. It is the problem which affects the overall classroom environment including the teachers’ activities inside the classroom (Ahmed, 2020). Bakel Primary school second grade subject teachers in this study explained that, students classroom disciplinary problem can influence their teaching process in different ways and made them not to be successful and happy in their working. The school Vice-Director also stated that the teachers face with many students disciplinary problems inside the classroom. In this case some teachers become angry, complaining and hate the profession of teaching due to students’ disciplinary case.

Teacher D02 and Teacher D04 explained that

“The presence of students’ disciplinary problems in the classroom makes the teachers to interact with those problems in order to manage it. This will delay the time of instruction and results the contents of the lesson not to be reached as required”.

Other teacher reported that

“The problem of students discipline in the classroom, results in wastage of teachers’ idea, interruption and boredom during the instruction time”. He also marked that “disciplinary problem inside the classroom can lead teachers to use teacher-centered method of teaching” (Teacher D03).

Other teacher explained that

“I cannot use different methods of teaching to teach my subject because the presence of students’ classroom disciplinary problem takes my instruction time. So I have forced to use one way of teaching method (teacher-center) in order to cover the contents with the remaining time”(Teacher B01).

Teacher D01 and Teacher D05 added that

“Teachers feel insecure especially when it is the first class and not sure if everything will go according to their plan, not being free to teach. And also they spent much time on classroom discipline cases and less time is spent on teaching. As a result the syllabus is not completed, hence students’ inadequate preparation for the examinations and learning as a result teachers complain on students’ disciplinary problem and express hopelessness because the strategies being used are not effective as expected”.

4.7 Management Strategies Used to minimize students’ CDP

It is essential for teachers to focus on how to teach in the most conducive environment which will lead to effective learning out comes. This indicates the classroom management is one of the important components of teaching-learning process (Tiwari, 2014). Besides, Shamnadh and Anzari (2019) reported that, teachers can manage students’ classroom disciplinary problem with establishing their own various techniques.

Hence with regard the management strategies to minimize students’ classroom disciplinary problems, the participant teachers in this study were requested to respond what type of techniques they try to use to minimize second grade students classroom at Bakel Primary school. Accordingly the teachers listed the following techniques that they used to minimize second grade students classroom disciplinary problem. One teacher explained that

“In my class, I have tried to use my own techniques to minimize students CDP; for instance I have tried to use eye contact towards indiscipline students, When they are very talkative, I am looking at them and I guess they understand me at that moment, if not I would call them and tell them I am really sorry to interrupt you, stand in front of them, give guiding and counseling for students about the impact of indiscipline for their learning” (Teacher D02).

Another teacher reported that

“In my class when students show me indiscipline behaviors, I will do that; exposing their indiscipline action in front of their classmates seat those students in front of me at the front of other students, and seriously focused towards them” (Teacher D03).

Teacher B01 and Teacher D05 remarked that

“Make students who have disciplinary problems in the classroom to get up from their seats to tell stories and sing songs for their class mates, giving advice and explain the consequences of their disciplinary problems for their learning as well as for their future life”.

Another teacher added that

“In my classroom, I tried to minimize students CDP by using some techniques such as making my own rules and regulations in the classroom and inform to the students, make them physical labor according to their abilities, use teaching methods that involve and participate students, giving various rewards to students who have good discipline” (Teacher D04).

Teacher D05 revealed that

“Regarding to students CDP, I have tried to do the following techniques to minimize that problem in my classroom; I tried to call their families and making discussion with them, creating good relationship and understanding the problems of indiscipline students, give chance for students to involve in different co-curricular activities and I have tried to work collaboratively with other concerned bodies to minimize the problem. However, most parents are not willing to come to school and understand their children problems”.

4.8 Possible solution for students' disciplinary problem in the classroom

In this study, the researcher administered questionnaire for the participants to seek their opinion about the possible solution for students' disciplinary problem in the classroom of Bakel Primary school. Based on the given questionnaire, participants give the following responds: one teacher mentioned that...

“We know that second grade students are not matured well, they need help and support. So parents and other stakeholders in the family must treat children discipline positively, teach and advise them how they will be good for others and themselves. Therefore the role of family is important for students' discipline” (Teacher B01).

Other teacher remarked that...

“With the side of parents as well as with the side of school, complete the necessary materials needed for students, parents should have an appropriate control and supervise their children. This will help to correct the discipline of students in the school as well as in the classroom” (Teacher D01).

Teacher D02 and Teacher D03 explained that...

“Parents or guardians understand the disciplinary problem of their children and give advice and tell them that was wrong and not important for their life, prevent children from watching movie that will not be appropriate to them, parents will go immediately when they are called in the case of their children problem and discuss with teachers to solve the problem. In additions we teachers will try to monitor students those having disciplinary problems in the classroom and reprimand them visually”.

Another teacher added that...

“In the classroom teachers first understand students' disciplinary problem and try to solve it properly but if not possible, call parents and discuss together on the problems and put solution for it” (Teacher D02).

Teacher D04 also added that...

“Both parents and school stakeholders should be work together to build students discipline. Parents should develop and treat their children with a good discipline; kindergartens should do on students’ discipline, exposing those students who have disciplinary problem in front of their friends and recommending them it is bad act and affect their academic result”.

4.9 Discussion

The result of the study found different causes which can influence second grade students’ classroom discipline at Bakel Primary school; such as causes related to the family, mass media, the learners’ and teachers’ attitudes to this phenomenon and the peer group pressure. Students’ CDP is caused by different factors and those factors are categorized as school based and out of school factors. Out-of-school factors are those which the school or district has limited or no control over (e.g., family income, parenting style, crime rates), whereas School-based factors are those within the school's or district's nexus of control (e.g., curriculum design, instructional practices, teacher quality, students classroom disciplinary problem) (N E A, 2019).

In Bakel primary school, 2nd grade classrooms are not suitable to manage students’ disciplinary problem. The classrooms are closed to sport field, the windows are open due to hotness of temperature and shortage of students seating chairs. If the design of classroom environment is not suitable for learning; it may contribute to students to refuse to behave (Isbell & Raines, 2001).

The result of this study revealed the most common students’ disciplinary problems which are experienced in second grade classroom; those are inattention, laughing, giggling, whispering, clowning, joking, talking out of turn, verbal aggression, shout loudly to amuse the class mates, playing, discourtesy, the problem of misunderstanding with teachers and with each other, not listening, pushing on a chair, being out of seat, moving from one seating chair to the other, leaving the class without permission, looking out through the window, do not bring learning materials, fighting each other, sleeping inside in the classroom during their learning, not doing the tasks given by teachers, behaviors of hating the teacher, put their leg foot on the chair, being inactive during the lesson and being irresponsibility. Similarly studies conducted by Odebode (2019) and Hamedoglu et al. (2012) in primary schools, identifies some the common students classroom disciplinary problems such as excessive talking during class, talking out of turn, being irresponsible, disobeying rules, whining, bullying, fighting, defiance, lying, Making nose, Speaking without permission, interrupting, lack of materials, not participating in the lesson and irresponsibility.

The presence of disciplinary problem in the classroom make the teachers to spent much more time on that case, loss of their instructional time, make them not to complete and finished the course according to the schedule, prevent them not to use variety of instructional method; these situations results inadequate preparation of students for examination and learning, poor performance of students. As a result the teachers hate their profession, become hopeless and have negative attitudes towards the students. This result is in line with the idea of Shavit and Carmel (2016) which explained, students classroom disciplinary problem interferes with teachers ability to teach effectively and this leads to have a negative attitudes towards the entire classroom. Additionally,

From this study, serious eye contact towards those students having a problem, stand in front of them, giving advice, exposing their problem in front of their class mates, make those students to tell different stories and sing a song for their class mates, making classroom rules and apply them, using diverse instructional methods, giving different rewards for good discipline students, call their parents and try to discuss are the most commonly used strategies by the 2nd grade teachers to minimize students classroom disciplinary problem. Similar results were found in studies conducted by Shamnadh and Anzari (2019), teachers can manage students’ classroom disciplinary problem with establishing their own various techniques, such as setting clear rules, creating interactive educational environment, presenting educational content using diverse method, giving rewards for good behaviors, etc..

The result of this study also mentioned that completing necessary materials for students, teachers, parents and other stakeholders work together, approach students positively, prevent children from watching movie that will not be appropriate to them, try to treat students discipline positively, teachers monitors

their students and kindergartens should done on students discipline are some of the ways that Bakel Primary school teachers mentioned to prevent students CDP. Edward (2000) also said that parental involvements, counseling and behavioral policy of school are some of the ways or solutions to prevent students' CDP in the classroom.

5. Conclusion and Implication of the Study

5.1 Conclusion

This study concluded that, first understanding the causes of students' classroom disciplinary problems and then using suitable strategies and possible solutions for minimizing and preventing students' disciplinary problem within the classroom to conduct smooth functioning of teaching- learning process.

5.2 Educational Implication of the Study

Students' CDP is serious problem in both primary and secondary schools. Therefore, this study has following implications for different stakeholders in the process of education.

For Policy Makers

- Teacher education curricula should incorporate classroom management modules in the syllabi.

For Principal

- Every school is recommended to appoint at least one counselor so that children with severe disciplinary problems can be dealt in an effective manner and proper care can be taken care of such children

For Teachers

- Children often cause disruption when they are not engaged in any work and therefore, efforts should be made by teachers to keep students occupied in work by designing some extra activities for them.
- Teachers can conduct action research on students' disciplinary problems to know more about the causes of disciplinary problems and therefore can come up with new ways to deal with the problems.

For Parents and Students

Parents should attend workshops so that they are aware of different disciplinary problems and they don't misjudge their child for some other severe problems. This would help in creating awareness among parents about their children disciplinary problems

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