

AN INVESTIGATION INTO DISCIPLINARY PROBLEMS OF HIGH SCHOOL STUDENTS

Aye Pomo Chit¹, May Cho Min²

Abstract

The prime purpose of this study was to explore the types, causes and actions of disciplinary problems among high school students. The survey research design was used. A total of 1099 students from eleven high schools and their teachers ($N=152$) was selected by using stratified sampling technique. Among the types of school disciplinary problems, 'talking without permission' stood first and the second one is 'teasing others' and the third rank is 'laziness'. The results revealed that male students' disciplinary problems were significantly higher than that of female students. In addition, the results indicated that there was no significant difference in students' disciplinary problem by age, while there was significant difference in students' disciplinary problem by district. Regarding the causes of disciplinary problems, peer-related factors rank as the main causes of school disciplinary problems. The findings revealed that male students were higher in school-related, peer-related and self-related factors than female in the causes of disciplinary problems. The results indicated that there was a significant difference in school-related factors by age, whereas there were significant differences in school-related factors and self-related factors by districts. Regarding the actions of school disciplinary problems, the actions such as sweeping the classroom and collecting rubbish in school compound rank as first and second. Moreover, the results indicated that male students were higher than female students in the actions of disciplinary problems. Furthermore, the results indicated that there were significant differences in the actions of high school students' disciplinary problems by age and district. The results suggest that actions of disciplinary problems in high schools are not uniform but differ among students and as perceived by teachers across districts. Finally, the results of this study offered important implications for school counselling for students with disciplinary problems.

Keywords: School Disciplines, Disciplinary Problems, High School Students

Introduction

Discipline is essential in all aspects and sectors of life because it allows a person to be structured and systematic in their job. Setting goals in life, responding positively to obstacles, and guarding against negative influences may all be accomplished with discipline. In teaching-learning process, it is one of the basic requirements to be a successful one. School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined (Noguera, 2001). School disciplines refer to the system of rules, punishment and behavioral strategies appropriate to the regulation and maintenance of order in schools. Its aim is to control the students' actions and behavior (Girma, 2016).

Discipline is more than keeping order and following rules. It is one of the measurable things to compare and differentiate one with another in our society. It can spotlight humans' value. It shapes one's life as needed and may be in various forms. In fact, the best kind of discipline is self-discipline which is based on a sense of responsibility, consideration for others and self-respect. Before a pupil, however, can feel responsible for his own behaviors, he must first develop a sense of belonging. Only when a pupil feels that he is a part of the class and of the school will develop a sense of responsibility. So, the starting point of good discipline in schools is a positive teacher-

¹ Practicing High School, Kamayut, Yangon Region

² Department of Educational Psychology, Yangon University of Education

pupil relationship in which there is mutual respect and a sense of shared responsibility (Tan & Yuanshan, 1999).

The aim of discipline is to develop responsibility and self-control skills of the students by supporting their mental, emotional and social development (Humphreys, 1999; Weber, 2003; Yavuzer, 1986, as cited in Sadik, 2018). The management of school discipline is the duty of principals, teachers, parents and students, respectively. There are two approaches to discipline in which methods that have a potential to cause pain or discomfort punitive and methods that do not cause physical discomfort preventive. Preventive types of discipline focus on establishing a set of standards of behavior whereas the punitive approach is mainly characterized by rules, extrinsic control, inspection and policing and is intended to punish to discourage further infringement of a rule (Okumbe, 1998, as cited in Girma, 2016).

Disciplinary problems are those acts which disturb or interfere with any classroom or school procedure and throw off balance of the control aspect of the school (Rosen, 2004). Unfortunately, there has been no satisfactory explanation of the need to consider disciplinary problems and intervention program in these schools to provide a positive discipline climate. Therefore, this study aimed at investigating disciplinary problems of high school students in Myanmar.

Purposes of the Study

The main purpose of the study is to explore disciplinary problems of high school students.

The specific objectives of the study are

1. To investigate disciplinary problems of high school students
2. To examine disciplinary problems of high school students by gender, age, and district
3. To diagnose the causes of disciplinary problems of high school students
4. To examine the causes of disciplinary problems of high school students by gender, age, and district
5. To examine the types of disciplinary actions if students broke school disciplines, and
6. To explore the types of disciplinary actions if students broke school disciplines by gender, age, and district.

Definitions of Key Terms

School Disciplines. School disciplines refer to the system of rules, punishment and behavioral strategies appropriate to the regulation and maintenance of order in schools. Its aim is to control the students' actions and behavior (Girma, 2016).

School Disciplinary Problems. Disciplinary problems are those acts which disturb or interfere with any classroom or school procedure and throw off balance of the control aspect of the school (Rosen, 2004).

Review of Related Literature

Types of Disciplinary Problems of High School Students

Disciplinary problems may be said as the first important things to control and balance the school, the grade and the classroom. If types of students' disciplinary problems should be aware as earlier, later problematic consequences will be reduced.

Rosen (2004) classifies three categories in his case study. Minor misbehaviors such as noisiness, wondering, and daydreaming inattentiveness are the first category. The second category includes behaviors which lead to more serious arguing, fussing, acting boisterously, failing to respond to a group directive and etc. The third category was organized by behaviors that never tolerated, stealing intentionally, hurting and fighting and destroying property, vandalism.

Tan and Yuanshan (1999) studied that behavioral problems were encountered by teachers to get a picture of the types of discipline problems occurring in the schools. Twenty discipline problems were ranked in the study but the most common problems were telling lies, late for class/school, disruptive behavior, vandalism, using abusive language, truancy, theft and bullying. According to the age groups, nine areas of behavioral problems, disruptive behavior, cheating, vandalism, smoking, abusive languages, theft, bullying, gangsterism and suicidal attempt were more likely to occur in secondary schools than in primary schools (Tan & Yuanshan, 1999).

In Thailand, Hayeehasa (2018) studied discipline problems among secondary school students. In the study, disciplinary problems are ranked as a major problem among students in secondary schools in Thailand. The findings demonstrated that the level of discipline problems among students was quite high, especially with regard to the problems of late comers. Farmer et al. (1999, 2011) highlight that discipline problems can be observed at any level of education and cause stress for the educators. The reason is that these problems are very common and that the learning setting gets disturbed through undisciplined students (as cited in Sadik, 2018). Guhao et al. (2020) identify six themes that emerged as experienced by teachers in imposing classroom discipline; namely, harassment and intimidation; student defiance and disobedience; teachers' risk of litigation; parental assent; favorable learning environment; and appreciation.

A study in Indonesia, Irawati (2020) describes the misbehavior problem that frequently happened is consisted of disrespecting the teachers, sleeping, daydreaming, and saying rude words. Like these, several high schools in Myanmar are facing with disciplinary problems of students when every record of school disciplines is taken into account as evidence.

Causes of Disciplinary Problems of High School Students

To overcome any kind of problems, having a clear understanding of underlying reasons behind these problems is essential (Birhan, 2010, as cited in Girma, 2016). Factors that cause disciplinary problems vary on individuals. Mostly, the causes of disciplinary problem could be related to school environments ,family, and peers.

School-related factors. How schools organized may influence students' behavior. The way students are grouped, graded and interact with teachers affects student behavior. Most approaches to student discipline in schools emphasize social control. The amount of disconnect between students' lives within the outside of school will reduce the potential for violence. Some school environment characteristics have been linked with disorderly schools and problem behavior, including punitive attitude of teachers, rules that are perceived as unfair, unclear or unenforced,

inconsistence response to student behavior, disagreement among teachers and administrators about school rules and appropriate responses to misbehavior (Rosen, 2004). Similarly, school related factors have been associated with learners' attitudes, educators' attitudes and the principal's authority and leadership (Jinot, 2018).

Student misbehaviors may also be the result of normal reaction to deficiencies in the school and to teachers as directors of the educational enterprise. The appropriate and descriptive behavior among students is socially constructed within a complex pattern of interactions in which both teachers and learners play an active role, influencing each other with their actions and interpretations (Thornberg, 2008).

Family-related factors. Family is the first institution which shapes a learner's behavior at school (Noum, 2015). In similarity, the root causes of learner misbehavior at school are found in the home (Oloyede & Adesina, 2013). Home is the first school in everyone's life because children started learning from elders at home including beliefs, customs, attitude and values. Thus, family influences students' disciplinary problems in school. But the way that education is organized and transmitted differ from what goes on in homes, because it is informal largely unassessed and carried out with varying degree of skills and intentions (Chazzan, 2000).

Peer-related factors. When children come to school their early life may influence their social relation with other students as peer and adult the new social environment so in shaping children behavior in desirable manner (Girma, 2016).

One of the most distinct causes of students' disciplinary problems is peer related factor. Peer relations occupy most of their time and they are nearly same-aged and same-matured. According to Hartup (2006), children receive feedback about their abilities form their peer group. Children evaluate what they do in terms of whether it is better than, as good as or worse than what other children do. It is hard to do this in the family because siblings are usually older or younger.

Actions of Disciplinary Problems of High School Students

Discipline is usually perceived as control since traditional disciplinary applications are usually based on punishment and teachers focus on being a dominant character holding the power. The teachers mostly tend to warn threat and punish students when they do not behave as expected or when disturbing the teaching process (Sadik, 2018).

Corporal punishment in schools has long been abolished in countries such as the United States, Canada, Australia, and Hong Kong (Ester & Yuanshan, 1999). With respect to discipline actions, school suspension is one of the most widely used, yet research continues to demonstrate an empirical link between receipt of suspension and poor student outcomes, including increased risk of dropping out of school.

The children's negative perception about discipline derives from the methods used to deal with discipline problems. Discipline in the classroom is provided through the classroom rules and the teachers usually apply warning, shouting/scolding and punishments which may be in the form of physical violence, sending the student to the school administration and giving minus marks for misbehavior. School rules, checking the students at the entrance, discipline rules, and disciplinary penalties are the most used in school discipline.

The disciplinary methods used to solve the disciplinary cases in schools were corporal punishment and counseling was minimally used in schools even though corporal punishment

behavior management methods have been shown to be ineffective and, in some cases, harmful to students. Verbal reprimands, persistent nagging of students about their behaviors may be effective in the short run but they do not work and students suffer from violence in the long run (Devito, 2000, as cited in Girma, 2016).

Method

The cross-sectional survey was used in this study.

Participants of the Study

By using the stratified sampling technique, a total of 1099 high school students ($M_{age} = 16.81$, $SD_{age} = 0.74$, 16-20 years old, 53.41% female) from eleven schools in Yangon Region was selected as participants of the study. Moreover, all senior teachers ($N=152$, 97.7% female) from these schools participated in this study (see Table 1).

Table 1 Characteristics of Participants for the Study

District	Township	School	Students			Teachers		
			Gender		Total	Gender		Total
			Male	Female		Male	Female	
Kamayut	Kamayut	School 1	46	50	96	1	24	25
Mayangone	Mayangone	School 2	47	55	102	-	23	23
	Hlaing	School 3	40	28	68	-	5	5
Ahlone	Ahlone	School 4	44	57	101	1	11	12
	Sanchaung	School 5	-	99	99	-	11	11
Kyauttatar	Latha	School 6	62	27	89	-	6	6
	Dagon	School 7	76	49	125	-	11	11
Insein	Insein	School 8	39	65	104	-	27	27
Botataung	Tharketta	School 9	61	66	127	-	13	13
	Dawbon	School 10	51	42	93	-	9	9
	Botataung	School 11	46	49	95	1	9	10
Total			512	587	1099	3	149	152

Measures

Types of Disciplinary Problems Questionnaire. To assess students' disciplinary problems, the Types of Disciplinary Problems Questionnaire was used. This measure consists of 59 items. Each item was assessed with a 5-point Likert scale (1=strongly disagree to 5=strongly agree). The Cronbach's alpha value in this study was 0.97.

Causes of Disciplinary Problems Questionnaire. The Causes of Disciplinary Problems Questionnaire (Getachew, Tekle, & Kune, 2020) was used in this study. This measure consists of four subscales: school-related factors, family-related factors, peer-related factors and self-related factors. Thus, measure includes 48

items and the response type of the 5-point Likert scale (1=strongly disagree to 5=strongly agree). The Cronbach's alpha value in this study was 0.95.

Actions of Disciplinary Problems Questionnaire. The Actions of Disciplinary Problems Questionnaire (Erena, 2015; Temitayo, Nayaya & Lukman, 2013; Jouhar & Mumthas, 2014) was used in this study. It consists of 59 items. The Cronbach's alpha value in this study was 0.96.

Instrumentation and Procedure

All the measures used in this study were adapted to Myanmar language version. Then, expert review was conducted for face validity and content validity of the instruments. Next, the questionnaires were modified according to their suggestions and recommendations. And then, a pilot study was conducted to test whether the wording of items, statements and instructions had their clarity in Myanmar language version and were appropriate to high school students and senior assistant teachers. The Cronbach's alphas for all the measures in the pilot study were above 0.9, hence having satisfactory reliability.

Results

High School Students' Disciplinary Problems

The mean and standard deviation of high school students' disciplinary problems was 111.27 and 27.95. Both students and teachers generally perceive similar levels of disciplinary problems, with some variations in the mean scores (see Table 2). Talking without permission, teasing others, and laziness were among the most frequently observed issues. On the other hand, fighting with other students was the least commonly reported problem out of the top ten disciplinary problems. While students and teachers tend to align in their perceptions of most disciplinary problems, some differences exist, as reflected in the varying mean scores and standard deviations. For instance, teachers tend to rate 'daydreaming in the class' and 'sleeping in class' as more problematic compared to how students perceive these issues. Conversely, students find 'being late' and 'frequent absenteeism' slightly more problematic than teachers do.

Table 2 High School Students' Common Disciplinary Problems by Students and Teachers

	Types of Disciplinary Problems	Students		Teachers	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1.	Talking without permission	2.85	.80	3.05	.41
2.	Teasing others	2.82	.88	3.03	.37
3.	Laziness	2.77	.92	2.94	.48
4.	Daydreaming in class	2.66	.98	2.74	.60
5.	Copying homework	2.60	.93	2.96	.51
6.	Inattentiveness during the class	2.55	.87	2.99	.41
7.	Failing to do class assignments	2.52	.97	3.05	.37
8.	Failing to submit homework on time	2.49	.96	2.99	.38
9.	Sleeping in class	2.44	1.00	2.76	.60

	Types of Disciplinary Problems	Students		Teachers	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
10.	Being late	2.41	.98	2.99	.40
11.	Frequent absenteeism	2.22	.94	2.94	.50
12.	Fighting with other students	2.00	1.01	2.96	.45

Level of High School Students’ Disciplinary Problems

Based on descriptive analysis, high school students are grouped into three groups in term of disciplinary problems. 15.6% high school students with scores one standard deviation above the sample mean were identified as high group; 67.1% high school students with scores between (+1) and (-1) standard deviation from the sample mean were grouped into moderate group; and the rest high school students 17.3% who scored one standard deviation lower than the sample mean were considered as low group (Figure 1).

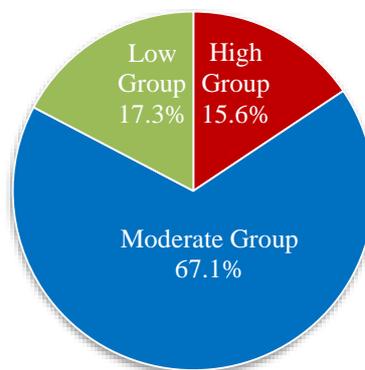


Figure 1 Three Different Groups of High School Students’ Disciplinary Problems

Comparison of High School Students’ Disciplinary Problems by Gender

To find out whether there were gender differences in students’ disciplinary problems, descriptive statistics and independent samples *t*-test was conducted (see Table 3).

Table 3 Means, Standard Deviation, and Results of Independent Samples *t*-test of High School Students’ Disciplinary Problems by Gender

Variable	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Disciplinary Problems	Male	512	117.03	29.07	6.486***	1097	.000
	Female	587	106.26	25.94			

Note. *** $p < 0.001$

The independent samples *t*-test indicated that the mean score of male students was significantly higher than that of female students, $t(1097) = 6.486, p < .001$ (see Table 3).

Comparison of High School Students’ Disciplinary Problems by Age

To make more detailed information on the difference of students’ disciplinary problems by age, one-way Analysis of Variance (ANOVA) was conducted (see Table 4). ANOVA results indicated that there was no significant difference in students’ disciplinary problems by age, $F(2, 1096) = 2.31, p = .100$.

Table 4 Means, Standard Deviation, and ANOVA Results of High School Students’ Disciplinary Problems by Age

Variable	Age	N	M	SD	F	p
Disciplinary Problems	$x \leq 16$	407	109.62	28.80	2.31	.100
	$17 \leq x \leq 18$	509	113.22	26.92		
	$x > 18$	183	109.53	28.65		

Comparison of High School Students’ Disciplinary Problems by District

To make more detailed information on the difference of high school students’ disciplinary problems by district, one-way Analysis of Variance (ANOVA) was conducted (see Table 5). ANOVA results indicated that there was significant difference in students’ disciplinary problems by District, $F(5, 1093) = 5.44, p < 0.001$.

Table 5 Means, Standard Deviations, and ANOVA Results of High School Students’ Disciplinary Problems by District (Students)

Variable	District	N	M	SD	F	p
Disciplinary Problems	District 1	96	120.52	32.67	5.44***	.000
	District 2	200	106.66	24.80		
	District 3	170	108.10	23.44		
	District 4	214	116.45	28.26		
	District 5	314	110.41	30.66		
	District 6	105	108.77	23.16		

Note. *** $p < 0.001$

Table 6 Results of Tukey HSD Multiple Comparisons for High School Students’ Disciplinary Problems by District

(I) District	(J) District	Mean Difference (I-J)	p
District 1	District 2	13.866**	.001
	District 3	12.421**	.006
	District 5	10.113*	.022
	District 6	11.752*	.033
District 2	District 4	-9.798**	.004
District 3	District 4	-8.353*	.039

Note. * $p < 0.05$, ** $p < 0.01$

To obtain more detailed information for District, post hoc test was carried out by Tukey HSD multiple comparison procedure for District 1, District 2, District 3, District 4, District 5, and District 6 (see Table 6). Tukey HSD test found that the mean score of high school students from District 1 was significantly higher in disciplinary problems than that of high school students from District 2, District 3, District 5 and District 6, whereas the mean score of high school students from District 4 was significantly higher in disciplinary problems than that of high school students from District 2 and District 3.

To make more detailed information on the difference of teachers' perception of high school students' disciplinary problems by district, one-way Analysis of Variance (ANOVA) was conducted (see Table 7). ANOVA results indicated that there was no significant difference in teachers' perception for high school students' disciplinary problems by district, $F(5, 146) = 1.551$, $p = .178$.

Table 7 Means, Standard Deviations, and ANOVA Results for Teachers' Perception of High School Students' Disciplinary Problems by District

Variable	District	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Disciplinary Problems	District 1	25	144.64	20.03	1.551	.178
	District 2	23	152.39	22.88		
	District 3	28	155.04	16.72		
	District 4	17	156.94	12.27		
	District 5	32	150.97	30.07		
	District 6	27	160.37	20.61		

Causes of High School Students' Disciplinary Problems

The causes of high school students' disciplinary problems include four subscales: school-related factors, family-related factors, self-related factors, and peer-related factors. The results indicated that peer-related factors have the highest mean percentage, followed by school-related factors, self-related factors and family-related factors (see Table 8).

Table 8 Mean and Standard Deviation for Sub-scales of Causes of High School Students' Disciplinary Problems

Variable	<i>M</i>	<i>SD</i>	Mean Percentage	Minimum	Maximum
School-related Factors	50.88	14.01	53 %	24	96
Family-related Factors	23.47	7.14	48.90 %	12	48
Self-related Factors	14.81	4.67	52.89 %	7	28
Peer-related Factors	11.17	3.32	55.85 %	5	20

Comparison for Causes of High School Students' Disciplinary Problems by Gender

Table 9 Means, Standard Deviation, and Results of Independent Samples *t*-test for Causes of High School Students' Disciplinary Problems by Gender

Variable	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
School-related Factors	Male	512	51.30	14.800	.928*	1097	.032
	Female	587	50.51	13.280			
Family-related Factors	Male	512	23.55	7.404	.353	1097	.306
	Female	587	23.40	6.908			
Peer-related Factors	Male	512	11.69	3.533	4.890**	1097	.006
	Female	587	10.71	3.055			
Self-related Factors	Male	512	15.23	5.089	2.855***	1097	.000
	Female	587	14.43	4.236			

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

To find out whether there were gender differences in causes of students' disciplinary problems, descriptive statistics and independent samples *t*-test was conducted (see Table 9). The independent samples *t*-test indicated that the mean score of male students was significantly higher than that of female students in school-related factors, $t(1097) = .928$, $p = .032$, self-related factors, $t(1097) = 4.890$, $p = .006$, and peer-related factors, $t(1097) = 2.855$, $p < .001$ (see Table 9). These findings highlight the importance of addressing gender-specific concerns when addressing high school students' disciplinary issues.

Comparison for Causes of High School Students' Disciplinary Problems by Age

To make more detailed information on the difference for causes of students' disciplinary problems by age, one-way Analysis of Variance (ANOVA) was conducted (see Table 10). ANOVA results indicated that there was no significant difference in family-related factors, self-related factors, and peer-related factors by age, while there was significant age difference in school-related factors, $F(3, 1094) = 4.885$, $p = .008$.

Table 10 Means, Standard Deviation, and ANOVA Results for Causes of High School Students' Disciplinary Problems by Age

Variables	Age	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
School-related Factors	$x \leq 16$	407	49.25	14.43	4.885**	.008
	$17 \leq x \leq 18$	509	52.15	13.54		
	$x > 18$	183	50.99	14.04		
Family-related Factors	$x \leq 16$	407	22.96	7.42	2.194	.112
	$17 \leq x \leq 18$	509	23.94	7.03		
	$x > 18$	183	23.31	6.78		

Variables	Age	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Peer-related Factors	$x \leq 16$	407	11.04	3.34	1.895	.151
	$17 \leq x \leq 18$	509	11.37	3.30		
	$x > 18$	183	10.89	3.34		
Self-related Factors	$x \leq 16$	407	14.70	4.80	.471	.625
	$17 \leq x \leq 18$	509	14.95	4.46		
	$x > 18$	183	14.64	4.95		

Note. ** $p < 0.01$

Comparison for Causes of High School Students' Disciplinary Problems by District

To make more detailed information on the difference for causes of students' disciplinary problems by district, one-way Analysis of Variance (ANOVA) was conducted (see Table 11). ANOVA results indicated that there was significant difference in school-related factors, $F(5, 1093) = 3.463, p = 0.004$, and self-related factors by district, $F(5, 1093) = 5.906, p < 0.001$.

To obtain more detailed information for district, post hoc test was carried out by Tukey HSD multiple comparison procedure for District 1, District 2, District 3, District 4, District 5, and District 6 (see Table 12). Tukey HSD test stated that self-related factors from District 1 were higher than District 2 and 3, while self-related factors from District 1 were lower than District 4 and 6.

Table 11 Means, Standard Deviations, and ANOVA Results for Causes of High School Students' Disciplinary Problems by Districts (Students)

Variable	District	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
School-related Factors	District 1	96	50.24	13.22	3.463**	.004
	District 2	200	48.52	13.48		
	District 3	170	52.59	13.41		
	District 4	214	52.40	13.82		
	District 5	315	51.66	15.03		
	District 6	104	47.75	12.95		
Family-related Factors	District 1	96	23.29	8.48	1.211	.302
	District 2	200	22.44	6.08		
	District 3	170	24.02	6.47		
	District 4	214	23.60	6.65		
	District 5	315	23.81	7.86		
	District 6	104	23.44	7.36		

Variable	District	N	M	SD	F	p
Peer-related Factors	District 1	96	10.82	3.47	1.607	.155
	District 2	200	11.03	3.02		
	District 3	170	11.28	3.21		
	District 4	214	11.69	3.38		
	District 5	315	10.97	3.57		
	District 6	104	11.09	2.94		
Self-related Factors	District 1	96	15.56	5.05	5.906***	.000
	District 2	200	13.64	4.10		
	District 3	170	15.22	4.19		
	District 4	214	15.57	4.82		
	District 5	315	14.96	4.95		
	District 6	104	13.63	4.29		

Note. ** $p < 0.01$, *** $p < 0.001$

Table 12 Results of Tukey HSD Multiple Comparisons for Causes of Students' Disciplinary Problems by Districts (Students)

Variables	(I) District	(J) District	Mean Difference (I-J)	p
School-related Factors	District 2	District 3	-4.079*	.047
		District 4	-3.882*	.043
Self-related Factors	District 1	District 2	3.882*	.053
		District 3	1.578*	.014
		District 4	-1.925***	.000
		District 6	-1.928*	.038
	District 2	District 3	-1.578*	.014
		District 4	-1.925***	.000
		District 5	-1.322*	.020
	District 4	District 6	-1.931**	.006

Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.01$

To make more detailed information on the difference for teachers' perception related to causes of students' disciplinary problems by district, one-way Analysis of Variance (ANOVA) was conducted (see Table 13). ANOVA results indicated that there was no significant difference in school-related factors, family-related factors, self-related factors, and peer-related factors.

Table 13 Means, Standard Deviations, and ANOVA Results for Causes of High School Students’ Disciplinary Problems by District (Teachers)

Variable	District	N	M	SD	F	p
School-related Factors	District 1	25	53.40	8.13	1.662	.147
	District 2	23	53.17	9.86		
	District 3	28	54.57	5.55		
	District 4	17	60.12	6.20		
	District 5	32	55.63	10.13		
	District 6	27	56.00	9.88		
Family-related Factors	District 1	25	32.00	6.91	.923	.468
	District 2	23	31.57	7.63		
	District 3	28	34.04	4.40		
	District 4	17	35.12	5.04		
	District 5	32	32.75	7.18		
	District 6	27	32.41	6.19		
Peer-related Factors	District 1	25	13.32	2.81	1.300	.267
	District 2	23	12.57	3.04		
	District 3	28	14.04	1.93		
	District 4	17	14.29	2.54		
	District 5	32	13.91	2.76		
	District 6	27	13.19	2.96		
Self-related Factors	District 1	25	18.28	3.68	.761	.579
	District 2	23	17.43	4.27		
	District 3	28	18.68	2.28		
	District 4	17	19.47	3.43		
	District 5	32	18.78	3.80		
	District 6	27	18.30	3.55		

Actions of Students’ Disciplinary Problems

The mean and standard deviation for actions of high school students’ disciplinary problems were 132.11 and 29.03. The result provides insights into the common actions of disciplinary problems in a high school environment, as perceived by both students and teachers (see Table 14).

Table 14 High School Students' Common Actions of Disciplinary Problems by Students and Teachers

	Actions of Disciplinary Problems	Students		Teachers	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	Sweeping classroom	3.06	.831	2.94	.505
2	Collecting rubbish in school compound	2.92	.860	3.00	.446
3	Loving	2.74	.879	2.97	.381
4	Giving blackboard work	2.72	.955	2.71	.616
5	Pricking ears	2.70	.883	3.00	.326
6	Teamwork among educators	2.68	.861	3.03	.303
7	More commitment on the part	2.67	.850	2.91	.363
8	Collaboration with the students	2.67	.822	3.01	.282
9	Using reward (successful classroom)	2.64	.984	2.54	.727
10	Assign leadership	2.59	.913	2.95	.353
11	Provide advice	2.27	.969	3.12	.450
12	Dialogue/Discuss with parents	2.13	1.03	3.08	.453
13	Providing counseling service	2.20	.971	3.07	.523
14	Through education	2.53	.926	3.01	.270
15	Cooperation between the school and families	2.42	.924	2.99	.270
16	Making the guidance counseling service work actively	2.35	.916	2.99	.438

Comparison of Actions of High School Students' Disciplinary Problems by Gender

To find out whether there were gender differences in the actions of students' disciplinary problems, descriptive statistics and independent samples *t*-test was conducted (see Table 15). The independent samples *t*-test indicated that the mean score of male students was significantly higher than that of female students in the actions of students' disciplinary problems, $t(1097) = 4.294$, $p < .001$ (see Table 15).

Table 15 Means, Standard Deviation, and Results of Independent Samples *t*-test of Actions of High School Students' Disciplinary Problems by Gender

Variables	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Actions of Disciplinary Problems	Male	512	136.11	32.08	4.294***	1097	.000
	Female	587	128.63	25.60			

Note. *** $p < 0.001$

Comparison of Actions of High School Students’ Disciplinary Problems by Age

To make more detailed information on the difference of the actions of students’ disciplinary problems by age, one-way Analysis of Variance (ANOVA) was conducted (see Table 16). ANOVA results indicated that there was significant difference for actions of students’ disciplinary problems by age, $F(2, 1096) = 6.548, p = 0.001$.

Table 16 Means, Standard Deviation, and ANOVA Results of Actions of High School Students’ Disciplinary Problems by Age

Variable	Age	N	M	SD	F	p
Actions of Disciplinary Problems	$x \leq 16$	406	128.05	29.96	6.548**	.001
	$17 \leq x \leq 18$	509	134.90	28.61		
	$x > 18$	184	133.37	27.14		

Note. ** $p < 0.01$

Comparison of Actions of High School Students’ Disciplinary Problems by District

To make more detailed information on the difference for the actions of students’ disciplinary problems by district, one-way Analysis of Variance (ANOVA) was conducted (see Table 17). ANOVA results indicated that there was significant difference in students’ disciplinary problems by age, $F(4, 1094) = 2.882, p = .014$.

Table 17 Means, Standard Deviation, and ANOVA Results for Actions of High School Students’ Disciplinary Problems by Districts (Students)

Variable	District	N	M	SD	F	p
Actions of Disciplinary Problems	District 1	96	130.65	32.81	2.882*	.014
	District 2	200	128.03	25.68		
	District 3	170	136.66	28.74		
	District 4	213	134.82	27.40		
	District 5	315	132.71	31.22		
	District 6	104	126.48	26.77		

Note. * $p < 0.05$

To obtain more detailed information for district, post hoc test was carried out by Tukey HSD multiple comparison procedure for District 1, District 2, District 3, District 4, District 5, and District 6 (see Table 18). Tukey HSD test stated that actions of disciplinary problems from District 2 were lower than District 3.

Table 18 Results of Tukey HSD Multiple Comparisons for Actions of Students’ Disciplinary Problems by Districts (Students)

Variable	(I) District	(J) District	Mean Difference (I-J)	p
Actions of Disciplinary Problems	District 2	District 3	-8.635*	.049

Note. * $p < 0.05$

To make more detailed information on the difference for teachers' perception related to the actions of students' disciplinary problems by district, one-way Analysis of Variance (ANOVA) was conducted (see Table 19). ANOVA results indicated that there was significant difference for teachers' perception related to the actions of students' disciplinary problems by district, $F(5, 1093) = 4.009, p = .002$.

Table 19 Means, Standard Deviations, and ANOVA Results for Teachers' Perception Related to Actions of High School Students' Disciplinary Problems by District

Variable	District	N	M	SD	F	p
Actions of Disciplinary Problems	District 1	25	145.80	17.52	4.009**	.002
	District 2	23	164.09	12.45		
	District 3	28	151.14	12.68		
	District 4	17	156.65	12.49		
	District 5	32	148.90	19.90		
	District 6	27	154.44	16.21		

Note. ** $p < 0.01$

To obtain more detailed information for district, post hoc test was carried out by Tukey HSD multiple comparison procedure for District 1, District 2, District 3, District 4, District 5, and District 6 (see Table 20). Tukey HSD test stated that teachers' perception related to the actions of disciplinary problems from District 1 were lower than District 2, while teachers' perception related to the actions of disciplinary problems from District 2 were higher than District 3 and 5.

Table 20 Results of Tukey HSD Multiple Comparisons for Teachers' Perception Related to Actions of Students' Disciplinary Problems by Districts

Variable	(I) District	(J) District	Mean Difference (I-J)	p
Actions of Disciplinary Problems	District 1	District 2	-18.287**	.001
	District 2	District 3	12.944*	.048
		District 5	15.184**	.008

Note. * $p < 0.05$, ** $p < 0.01$

Discussion

The purpose of this study was to explore the types, causes and actions of disciplinary problems among high school students. A total of 1099 students from eleven high schools and their teachers ($N=152$) participated in this study. Among the types of school disciplinary problems, "talking without permission" was the first common disciplinary problem and the second one was "teasing others" and the third rank was "laziness". The results of this study was not consistent with previous studies (e.g., Ma Htay Khin, 2006) indicating lateness to school was the first school disciplinary problem, followed by exercise not completed and littering, absence from school without official leave, not arriving on time, and gambling. The result of independent samples t -test revealed that male students' disciplinary problems were significantly higher than that of female students. ANOVA results stated that there was no significant difference of high school

students' disciplinary problem by age, while there was significant difference of students' disciplinary problem by district. Therefore, the findings can guide targeted interventions and support strategies for students facing disciplinary challenges, taking into account gender and geographic variations.

Regarding the causes of disciplinary problems, this study investigated the causes of high school students' disciplinary problems across four categories: school-related, family-related, self-related, and peer-related factors. Peer-related factors ranked as the main causes of disciplinary problems among high school students. The findings revealed that male students were higher in school-related, peer-related and self-related factors than female in the causes of disciplinary problems. Results indicated that there was significant difference of school-related factors by age, whereas there was significant differences of school-related factors and self-related factors by districts. To effectively address these issues, it is crucial to consider age-related factors, district-specific differences, and the unique perspectives of both students and teachers. Further research could delve deeper into the underlying causes and develop targeted strategies for each district to improve the overall disciplinary environment in high schools.

Regarding the actions of school disciplinary problems, the actions such as sweeping the classroom and collecting rubbish in school compound rank as first and second. The results indicated that male students were higher than female students in the actions of disciplinary problems. Moreover, ANOVA results indicated that there were significant differences in the actions of high school students' disciplinary problems by age and district. This study highlights the existence of district-related disparities in high school students' disciplinary problems, both from the students' and teachers' perspectives. Therefore, the result suggests that actions of disciplinary problems in high schools are not uniform but differ both among students and as perceived by teachers across districts. Understanding these variations is crucial for tailoring interventions and strategies to address disciplinary issues effectively in each district.

To sum up, the results of this study offered important implications for school counselling for students with disciplinary problems. The findings of this study will lead to the implementation of the effective school counseling practices.

Limitations and Future Research

This study was conducted with a cross-sectional study design, so longitudinal studies should be employed to investigate updated school disciplinary problems. Future research should be conducted with the remaining educational settings. Moreover, participants comprised only high school students. Additionally, more empirical studies among other populations such as primary and middle school students should be studied to elucidate the importance of addressing of school disciplinary problems for implementing school counselling practices.

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