

## **EXPLORING THE TYPES AND CAUSES OF STUDENTS' DISCIPLINARY PROBLEMS AT SELECTED BASIC EDUCATION HIGH SCHOOLS IN SAGAING**

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### **Abstract**

This study investigated the types and causes of students' disciplinary problems at selected Basic Education High Schools in Sagaing. Some teachers and students from these selected schools were chosen as participants for this study by using simple random sampling technique. This study was conducted by using mixed method which included qualitative and quantitative methods. As research instrument, Students' Disciplinary Problems Questionnaire (SDPQ) developed by Erena. T.M (2015) was used to gather the required data. There are seven dimensions in this questionnaire: parents related factors, teacher related factors, school and school administrators related factors, curriculum related factors, learner related factors, gender related factors and finally role played by school management. Based on this questionnaire, two questionnaires were constructed (one for principals/teachers and another for students). According to the research findings, an interview study was conducted as a follow up study. The results obtained from the study reveal that major types of students' disciplinary problems are mainly caused by learner related factor. It is hoped that this study will be able to give the principals and teachers some ideas about the students' disciplinary problems and by using these ideas, the most appropriate ways will be able to be used to solve the students' problems.

**Keywords:** discipline, disciplinary problem, intervention

### **Introduction**

Education is major pillar for the development of any nation. Education shapes the behaviour of students towards socially acceptable manners. It guides the brightening future of the students. The essential agents who transmit education to students are teachers. Teachers are role models of students. They transmit cultural heritage, traditional ideology and social norms of the organization. Thus teachers can be identified as the essential persons in any organization. The major responsibility of the teachers accompanies with educating students. The interventions that interfere the

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success of teaching learning process are disciplinary problems. Discipline problems happened when the students disobeyed the school rules and regulation and challenge the teachers' authority.

Although disciplinary problems were supposed as minor cases, this can disturb the success of entire teaching learning process. If the physician knows the disease of the patient, he can cure the disease. Also, if the teachers know the behavioral problems of the students and possible causes that contribute to these problems, they can handle these problems and can guide students to become effective learning. When the teachers find the cause of disciplinary problems, they should not miss the background situation of the disciplinary problems. There is a saying that, prevention is better than cure. Like that, if the teachers know the influencing factors that cause disciplinary problems of the students, they can prevent these problems not to happen in the future.

Many schools and communities across the nation are working to construct effective discipline practices (Nelson, 2002). Effective learning cannot be achieved in learning environment if students have disciplinary problems. The principals and teachers need to cooperate to solve disciplinary problems of students and they need to find the influencing factors that cause the disciplinary problems. If we know the causes of disciplinary problems, we can find the ways how behavior problems can be prevented in the future. So, discipline is one of the most important problems of education. For solving disciplinary problems, it should not be the responsibility of the individual school alone. This is work of parents, work of communities and work of the nation. Therefore, it is hoped that this study will be able to highlight the types and causes of students' disciplinary problems and how to prevent students' disciplinary problems.

### **Purpose of the Study**

The purpose of this study is to investigate the types of disciplinary problems and their causes at selected Basic Education High Schools in Sagaing.

The specific objectives of this study are as follows:

1. to examine the major types of students' disciplinary problems

2. to find out the major factors that cause students' disciplinary problems
3. to explore how administrators and teachers address students disciplinary problems

### **Research Questions**

- What are the major types of students' disciplinary problems?
- What are the major factors that cause students' disciplinary problems?
- How do administrators and teachers address students' disciplinary problems?

## **Review of Related Literature**

### **Factors Responsible for Disciplinary Problems**

**Parent or Family Related Factors.** The most important factor that influences the students' attitude and social behaviour is parental control at home. Parents are the main persons who cultivate morality of their children.

Bowman (2004) viewed that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. In addition, different causes of students' disciplinary problem that are low income, large family size, lack of offering love to children, little value to education, frequent conflicts and divorce of parents and death of family members.

**Teacher Related Factors.** The teachers can be a potent factor in causing disciplinary problems. The teachers' personality has bearing upon the learners which stem from two aspects-the teachers' personal characteristics and his scholastic qualifications. The physical characteristics include the teacher's personal appearance, poise, health, mannerisms, habits of neatness and cleanliness and well-modulated voice. Teachers' scholastic qualifications (academic preparation and training, mastery of the subject matter, command and facility of language, cultural background and experience) can cause disciplinary problems (Levy Dalumpines, 2011).

**School and School Administrators Related Factors.** Principals must set clearly stated expectations for student behaviour and ensure their consistent enforcement to foster an orderly environment (Bett et al., 2010).Lack of

appropriate leadership style of principals may also be problems in managing school.

School community should provide reasonable rules for the good order of the school and the discipline of students. School also has the power to enforce these rules by using discipline or punishment. Therefore, school needs good discipline which is required to ensure that school is able to provide quality education for all students and to guarantee the care and safety of the school community.

**Curriculum Related Factors.** The relevance of curriculum to learners' need can influence discipline in school. According to Ravan' study (cited in Besag, 1991), learners engage in several forms of deviant behavior if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the needs of the society. Deveton (1991) pointed out that if the content of curriculum is not relevant to learners' interest and the need of current communities, deviant behaviour will be experienced.

**Learners Related Factors** .Maintaining an orderly learning environment is largely dependent on students who take responsibility for their own behaviour and learn to practice self-discipline (Bett et al., 2010). There are two main areas where the teacher wants to encourage the student to develop self-discipline skills in improving the quality of interpersonal interactions, and in setting personal goals that allow the student to experience success and achievement.

Learners with poor visions, difficulty in hearing, cripple, or hunch back can cause disciplinary problems in their class. Irresponsibility, poor social contact, lack of interest in school activities, habitual truancy, lying, cheating, stealing, vandalism, resistance to school rules and regulations, disrespect or discourtesy and emotional immaturity are common disciplinary problems that are caused by learners (Levy Dalumpines, 2011).

**Gender Related Factors.** The term gender refers to the economic, social, political and cultural attributes and opportunities, associated with being male and female. In most societies, men and women differ in the activities they undertake, in access to and control of resources, and in participation in decision-making. Gender is one of the related factors that affect disciplinary

problems. Gender is only one of the factors that affect achievement in various subject fields.

**Role Played by School Management.** School management may be a factor in discipline in the sense that administrative policies, regulations and practices are not fully observed and implemented. When school policies, regulations and other institutional practices are not properly observed and followed, the tendency is that students develop undesirable habits and attitudes (Levy Dalumpines, 2011). Good classroom management cannot be separated from students' discipline.

### **Design and Procedure**

The major purpose of the study was to investigate the types and causes of students' disciplinary problems. They were examined by using questionnaires developed by Erena (2015) in which 37 items and 8 open-ended questions were also included. Qualitative research method was also conducted to acquire validated and adequate findings about the types and causes of students' disciplinary problems.

There are 4 Basic Education High Schools and 4 Branch High Schools in Sagaing. Among them, 4 Basic Education High Schools in Sagaing were selected as sample schools. The target population of the study was all principals and teachers, and students at selected Basic Education High Schools in Sagaing. In this study, Grade 8 and Grade 10 students were purposely selected according to their grade, age level and they are mature enough to fill the questionnaires.

**Research Method.** The study was conducted by using mixed method which included qualitative and quantitative research method as a research design.

**Data Analysis.** In this study, SPSS (statistical package for social science) version 20 was widely used to calculate data received from selected teachers and students. With the help of SPSS, Descriptive statistics such as mean and standard deviation were calculated. Cross tabulation, frequency count, percentage, mean and weight mean were used to present the collected data.

### **Findings**

The questionnaires were constructed on the biographical data, types of disciplinary problems and why these problems were caused.

**Quantitative Responses.** In this quantitative study, there were 37 items. These items were constructed with 7 dimensions: parent related factors, teachers related factors, school and school administrators related factors, curriculum related factors, learners related factors, gender related factors and role played by school management. In this study, each item was rated by using the Five Likert Scale.

### 1. Parents Related Factor

**Table 1:** Influence of Parent Related Factors on Students' Disciplinary Problems

No.	Items	Respondent	Responses					M	WM	Remark
			SA	A	UN	DA	SD			
			N	N	n	n				
1	Lack of parents follow up activities on students' day to day activities	T	0 (0%)	13 (6.5%)	11 (5.5%)	89 (44.3%)	88 (43.8%)	1.75	2.65	Undecided
		S	97 (20.9%)	183 (39.4%)	97 (20.9%)	59 (12.7%)	28 (6%)	3.56		
2	Loosing of students' freedom to express their feeling at home	T	42 (20.9%)	146 (72.6%)	6 (3%)	3 (1.5%)	4 (2%)	4.09	3.68	Agree
		S	89 (19.2%)	129 (27.8%)	144 (24.6%)	83 (17.9%)	49 (10.6%)	3.27		
3	Low financial background of the family	T	50 (24.9%)	144 (71.6%)	2 (1%)	4 (2%)	1 (0.5%)	4.18	3.37	Undecided
		S	47 (10.1%)	85 (18.3%)	96 (20.7%)	93 (20%)	142 (30.6%)	2.57		
4	Low educational background of the family	T	33 (16.4%)	153 (76.1%)	2 (1%)	13 (6.5%)	0 (0%)	4.02	3.3	Undecided
		S	82 (17.8%)	107 (23.2%)	102 (21.9%)	110 (23.6%)	63 (13.5)	2.92		
5	Divorce or death of families	T	25 (12.4%)	158 (78.6%)	3 (1.5%)	15 (7.5%)	0 (0%)	3.96	3.3	Undecided
		S	53 (11.4%)	72 (15.5%)	132 (28.4%)	89 (19.2%)	118 (25.4%)	2.68		
6	Large family size	T	39 (19.4%)	148 (73.6%)	2 (1%)	8 (4%)	4 (2%)	4.04	3.96	Agree
		S	137 (29.5%)	191 (41.2%)	94 (20.3%)	29 (6.2%)	13 (2.8%)	3.88		

**Note:** SA=strongly agree (4.5 to 5.00)A=agree (3.49 to 4.49)UN=undecided (2.49 to 3.49)  
D =disagree (1.49 to 2.49) SD =strongly disagree (1.00 to 1.49) M=mean  
WM=weight mean

Table 1 shows mean values for parent related factors perceived by teachers and students. According to Table 1, two items of parent related factors such as; “loosing of students' freedom to express their feeling at home” and “large family size” were observed as causes of students’ disciplinary problems based on the teachers’ and students’ perceptions.

Concerning with the factor “lack of parents follow up activities on students’ day to day activities”, “low financial background of the family”, “low educational background of the family” and “divorce or death of families or one of family members”, teachers and students could not decide whether students’ disciplinary problems were occurred or not.

**2. Teachers Related Factor**

Table 2 shows influence of teachers related factors on students’ disciplinary problems.

**Table 2:** Influence of Teachers Related Factors on Students' Disciplinary Problems

No	Items	Respondent	Responses					M	WM	Remark
			SA	A	UN	DA	SD			
			N	N	n	n	N			
1	Absence of consistent corrective measures by teachers	T	32 (15.9%)	136 (67.7%)	9 (4.5 %)	20 (10 %)	4 (2 %)	3.86	3.84	Agree
		S	103 (22.2%)	248 (53.4%)	57 (12.3%)	43 (9.3 %)	13 (2.8 %)	3.83		
2	The absence of role model on the side of teachers	T	12 (6%)	123 (61.2%)	14 (7%)	45 (22.4%)	7 (3.5%)	3.44	3.58	Agree
		S	52 (4.2%)	117 (9.5%)	220 (17.9%)	461 (37.4%)	381 (31.0%)	3.81		
3	Committed teachers have less disciplinary problems	T	26 (12.9%)	147 (23.1%)	9 (4.5%)	14 (7%)	5 (2.5%)	3.87	3.89	Agree
		S	136 (29.3%)	203 (43.8%)	82 (17.7%)	36 (7.8%)	7 (1.5%)	3.92		
4	The absence of good relation between school administrators and teachers	T	24 (11.9%)	145 (22.1%)	13 (6.5%)	13 (6.5%)	6 (3%)	3.84	3.72	Agree
		S	104 (22.4%)	157 (33.8%)	134 (28.9%)	52 (11.2%)	17 (3.7%)	3.6		

**Note:** SA=strongly agree (4.5 to 5.00)A=agree (3.49 to 4.49) UN=undecided (2.49 to 3.49) D=disagree (1.49 to 2.49) SD=strongly disagree (1.00 to 1.49) M=mean WM=weight mean

According to Table 2, all items of teachers related factors were observed as causes of students' disciplinary problems.

### 3. School and School Administrators Related Factor

Table 3 shows influence of school and school administrators related factors on students' disciplinary problems.

**Table 3:** Influence of School and School Administrators Related Factors on Students' Disciplinary Problems

No	Items	Respondent	Responses					M	WM	Remark
			SA	A	UN	DA	SD			
			N	N	n	n	N			
1	The absence of good handling of students' discipline in the school	T	15 (7.5%)	167 (83.1%)	6 (3%)	9 (4.5%)	4 (2%)	3.9	4.04	Agree
		S	174 (37.5%)	220 (47.4%)	54 (11.6%)	12 (2.6%)	4 (0.9%)	4.18		
2	The absence of implementation school laws	T	30 (14.9%)	164 (81.6%)	1 (0.5%)	5 (2.5%)	1 (0.5%)	4.08	3.97	Agree
		S	115 (24.8%)	214 (46.1%)	103 (22.2%)	22 (4.7%)	10 (2.2%)	3.87		
3	Large class size	T	15 (7.5%)	130 (64.7%)	14 (7%)	39 (19.4%)	3 (1.5%)	3.57	3.73	Agree
		S	137 (29.5%)	191 (41.2%)	94 (20.3%)	29 (6.2%)	13 (2.8%)	3.88		
4	Strict school rules encourage students to stay away from school purposely without/permission/ truancy	T	12 (6%)	124 (61.7%)	28 (13.9%)	32 (15.9%)	5 (2.5%)	3.53	3.7	Agree
		S	159 (34.3%)	165 (35.6%)	72 (15.5%)	47 (10.1%)	21 (4.5%)	3.85		
5	Lack of teamwork among educators and educational stakeholders	T	17 (8.5%)	117 (58.2%)	12 (6%)	46 (22.9%)	9 (4.5%)	3.43	3.67	Agree
		S	116 (25%)	244 (52.6%)	66 (14.2%)	22 (4.7%)	16 (3.4%)	3.91		
6	Absence of good educational leadership	T	21 (10.4%)	152 (75.6%)	17 (8.5%)	7 (3.5%)	4 (2%)	3.89	3.87	Agree
		S	127 (27.4%)	200 (43.1%)	90 (19.4%)	34 (7.3%)	13 (2.8%)	3.85		

**Note:** SA=strongly agree (4.5 to 5.00) A=agree (3.49 to 4.49) UN=undecided (2.49 to 3.49)

D=disagree (1.49 to 2.49) SD=strongly disagree (1.00 to 1.49) M=mean



Table 3 shows mean values for school and school administrator related factors perceived by selected teachers and students. With the items included in Table 3, such as “the absence of good handling of students’ disciplinary problems in schools”, “the absence of good handling of school rules”, “large class size”, “strict schools rules encourage students to stay away from school purposively without permission/truancy”, “lack of team work among educators and educational stakeholders” and “absence of good educational leadership” are the causes of students’ disciplinary problems.

**4. Curriculum Related Factors**

Table 4 is the influence of curriculum related factors on the types and causes of students' disciplinary problems.

**Table 4:** Influence of Curriculum Related Factors on Students' Disciplinary Problems

No	Items	Respondent	Responses					M	WM	Remark
			SA	A	UN	DA	SD			
			N	N	n	n	N			
1	The curriculum is unrelated to learners' grade level	T	46 (22.9%)	134 (66.7%)	6 (3%)	10 (5%)	5 (2.5%)	4.02	3.83	Agree
		S	132 (28.4%)	143 (30.8%)	113 (24.4%)	41 (8.8%)	35 (7.5%)	3.64		
2	School curriculum is deficient in moral training	T	24 (11.9%)	160 (79.6%)	6 (3%)	5 (2.5%)	6 (3%)	3.95	3.76	Agree
		S	86 (18.5%)	182 (39.2%)	126 (27.2%)	51 (11%)	19 (4.1%)	3.57		
3	Learners find the curriculum boring	T	20 (10%)	134 (66.7%)	17 (8.5%)	26 (12.9%)	4 (2%)	3.7	3.78	Agree
		S	121 (26.1%)	225 (48.5%)	61 (13.1%)	41 (8.8%)	16 (3.4%)	3.85		
4	The curriculum does not take care of the entire social aspiration	T	36 (17.9%)	154 (76.6%)	2 (1%)	4 (2%)	5 (2.5%)	4.05	3.7	Agree
		S	65 (14%)	137 (29.5%)	178 (38.4%)	65 (14%)	19 (4.1%)	3.35		

**Note:** SA=strongly agree (4.5 to 5.00) A=agree (3.49 to 4.49) UN=undecided (2.49 to 3.49) D=disagree (1.49 to 2.49) SD=strongly disagree (1.00 to 1.49) M=mean WM=weight mean

Table 4 shows the mean values for curriculum related factors perceived by selected teachers and students. With all items of curriculum related factors: “the curriculum is unrelated to learners’ grade level”, “school curriculum is deficient in moral training”, “learners find the curriculum boring” and “the curriculum does not take great care of the entire social aspiration”, both teachers and students agreed that these are the problems that influence on the students’ disciplinary problems.

### 5. Learner Related Factor

After finding the causes of disciplinary problems that related to parents, teachers, curriculum and school and school administrators, the researcher continued learner related factors. The following Table 5 represents the influence of learners’ related factors on the types and causes of students’ disciplinary problems.

**Table 5:** Influence of Learners Related Factors on Students' Disciplinary Problems

No	Items	Respondent	Responses					M	WM	Remark
			SA	A	UN	DA	SD			
			N	N	n	n	n			
1	The students disobeyed teachers	T	11 (5.5%)	102 (50.7%)	29 (14.4%)	53 (26.4%)	6 (3%)	3.29	3.82	Agree
		S	224 (48.3%)	202 (43.5%)	19 (4.1%)	10 (2.2%)	9 (1.9%)	4.34		
2	Damaging school property/vandalism	T	18 (9%)	109 (54.2%)	33 (16.4%)	37 (18.4%)	4 (2%)	3.5	3.98	Agree
		S	280 (60.3%)	151 (32.5%)	14 (3%)	10 (2.2%)	9 (1.9%)	4.47		
3	Calling teachers by name	T	11 (5.5%)	161 (80.1%)	9 (4.5%)	16 (8%)	4 (2%)	3.79	4.06	Agree
		S	254 (54.7%)	148 (31.9%)	36 (7.8%)	13 (2.8%)	13 (2.8%)	4.33		
4	Some learners do not have social contact	T	31 (15.4%)	150 (74.6%)	6 (3%)	10 (5%)	4 (2%)	3.97	3.35	Undecided
		S	56 (12.1%)	27 (16.6%)	112 (24.1%)	121 (26.1%)	98 (21.1%)	2.72		
5	Classes with more boys than girls are tough to control	T	6 (3%)	114 (56.7%)	23 (11.4%)	48 (23.9%)	10 (5%)	3.29	3.55	Agree
		S	162 (34.9%)	171 (36.9%)	53 (11.4%)	38 (8.2%)	40 (8.6%)	3.81		

No	Items	Respondent	Responses					M	WM	Remark
			SA	A	UN	DA	SD			
			N	N	n	n	n			
6	Some students involve in stealing delinquencies	T	26 (12.9%)	164 (81.6%)	2 (1%)	9 (4.5%)	0 (0%)	4.03	4.21	Agree
		S	265 (57.1%)	152 (32.8%)	25 (5.4%)	8 (1.7%)	14 (3%)	4.39		
7	Students use cell phones during classes	T	43 (21.4%)	149 (74.1%)	1 (0.5%)	8 (4%)	0 (0%)	4.13	4.23	Agree
		S	267 (57.5%)	126 (27.2%)	42 (9.1%)	13 (2.8%)	16 (3.4%)	4.33		
8	Students fight a lot in school	T	26 (12.9%)	142 (70.6%)	13 (6.5%)	15 (7.5%)	5 (2.5%)	3.84	4.15	Agree
		S	283 (61%)	142 (30.6%)	19 (4.1%)	6 (1.3%)	14 (3%)	4.45		
9	Peer group influence and absence of future plan	T	45 (22.4%)	135 (67.2%)	7 (3.5%)	7 (3.5%)	7 (3.5%)	4.01	3.83	Agree
		S	132 (28.4%)	143 (30.8%)	113 (24.4%)	41 (8.8%)	35 (7.5%)	3.64		
10	Cheating during examination	T	34 (16.9%)	157 (78.1%)	0 (0%)	6 (3%)	4 (2%)	4.05	4.18	Agree
		S	234 (50.4%)	181 (39%)	25 (5.4%)	9 (1.9%)	15 (3.2%)	4.31		

**Note:** SA=strongly agree (4.5 to 5.00) A=agree (3.49 to 4.49) UN=undecided (2.49 to 3.49) D=disagree (1.49 to 2.49) SD=strongly disagree (1.00 to 1.49) M=mean WM=weight mean

Table 5 shows mean values for learners related factors perceived by selected teachers and students. According to the result, almost all items are types and causes of students' disciplinary problems. The only factor concerning "some learners do not have social contact" could not be decided whether students' disciplinary problems were occurred or not.

**6. Gender Related Factor**

Table 6 shows about gender related factors that influence on students' disciplinary problems. There are two items under gender related factors.

**Table 6:** Influence of Gender Related Factors on Students' Disciplinary Problems

No	Items	Respondent	Responses					M	WM	Remark
			SA	A	UN	DA	SD			
			N	N	n	N	n			
1	Male students are purposely staying away from school	T	13 (6.5%)	146 (72.6%)	6 (3%)	35 (17.4%)	1 (0.5%)	3.67	3.82	Agree
		S	152 (32.8%)	208 (44.8%)	58 (12.5%)	29 (6.2%)	17 (3.7%)	3.97		
2	Boys are more troublesome than girls	T	72 (35.8%)	121 (60.2%)	1 (0.5%)	3 (1.5%)	4 (2%)	4.26	4.12	Agree
		S	221 (47.6%)	131 (28.2%)	38 (8.2%)	27 (5.8%)	47 (10.1%)	3.97		

**Note:** SA=strongly agree (4.5 to 5.00) A=agree (3.49 to 4.49) UN=undecided (2.49 to 3.49) D=disagree (1.49 to 2.49) SD=strongly disagree (1.00 to 1.49) M=mean WM=weight mean

Table 6 shows mean values for gender related factors perceived by selected teachers and students. Teachers and students agreed that two items under gender related factors: "male students are purposely staying away from school" and "boys are more troublesome than girls" are the causes that influence on students' disciplinary problems.

### 7. Role Played by School Management

School management plays a key role to decrease students' disciplinary problems. There are five items under this dimension, the role played by school management.

**Table 7:** Influence of Role Played by School Management on Students' Disciplinary Problems

No	Items	Respondent	Responses					M	WM	Remark
			SA	A	UN	DA	SD			
			N	N	n	n	n			
1	Provide advice	T	53 (26.4%)	141 (70.1%)	0 (0%)	3 (1.5%)	4 (2%)	4.17	4.04	Agree
		S	117 (25.2%)	217 (46.8%)	107 (23.1%)	14 (3%)	9 (1.9%)	3.9		
2	Strict follow up	T	18 (9%)	146 (72.6%)	8 (4%)	27 (13.4%)	2 (1%)	3.75	3.94	Agree
		S	172 (37.1%)	123 (45.9%)	53 (11.4%)	14 (3%)	12 (2.6%)	4.12		
3	Identify the problem of students	T	29 (14.4%)	155 (77.1%)	5 (2.5%)	5 (2.5%)	7 (3.5%)	3.97	3.86	Agree
		S	95 (20.5%)	219 (47.2%)	101 (21.8%)	32 (6.9%)	17 (3.7%)	3.74		
4	Send the students to director	T	46 (22.9%)	139 (69.2%)	6 (3%)	4 (2%)	6 (3%)	4.07	4.1	Agree
		S	177 (38.1%)	218 (47%)	36 (7.8%)	20 (4.3%)	13 (2.8%)	4.13		
5	Discuss the problem with parents	T	16 (9%)	152 (75.6%)	3 (1.5%)	28 (13.9%)	0 (0%)	3.8	3.74	Agree
		S	104 (22.4%)	160 (34.5%)	161 (34.7%)	25 (5.4%)	14 (3%)	3.68		

**Note:** SA=strongly agree (4.5 to 5.00) A=agree (3.49 to 4.49) UN=undecided (2.49 to 3.49) D=disagree (1.49 to 2.49) SD=strongly disagree (1.00 to 1.49) M=mean WM=weight mean

Table 7 shows mean values for role played by school management. According to Table 7, teachers and students agreed with all responsibilities of school management. They responded that school management employed five steps concerned with students' disciplinary problems. By doing these responsibilities, students' disciplinary problems can be decreased.

**Findings of Qualitative Research.** The qualitative study was conducted through principals and subject deans from two selected Basic Education High Schools. Two principals and 8 teachers participated in qualitative research.

### **Principals' Responses**

"The principals responded that fighting among students and truancy are most common types. So they will establish clear rules and procedures, instruct students how to follow them, make clear communication concerning with the consequences of misbehaviors, discuss school disciplinary committee and parents and advise teachers and parents to facilitate their children's education."

### **Teachers' Responses**

"Teachers responded that use of cell phones by students during the class and abuse of drugs are most common types and so they will counsel the students who do not follow the school rules, advise their undesirable behaviors towards desirable behaviors, give students needed affection for their lives, and discuss the disciplinary problems openly and find together various ways to solve these problems."

## **Discussion**

Discipline is very important to everyone, especially every principal and every teacher who are working in school environment. Depending on the discipline laid down by schools, disciplinary problems of students may be more or less occurred.

According to the previous research findings, it was found that there were so many students' disciplinary problems and causes teaching learning situation. Bowman (2004) viewed that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Effective teachers can create a warmly positive environment in the first weeks of the year teaching classroom routine and procedures as opposed to academic content because those are the keys to a well-managed, organized classroom. Principals must set clearly stated expectations for student behaviour and ensure their consistent enforcement to foster an orderly environment (Bett et al., 2010).

If the school curriculum is irrelevant to students' interest and their desire to learn, motivation for learning will not be promoted. Therefore, the curriculum should centralize more to societal aspiration (Erena, 2015).

Learners with poor visions, difficulty in hearing, cripple, or hunch back can cause disciplinary problems in their class. Irresponsibility, poor social contact, lack of interest in school activities, habitual truancy lying, cheating, stealing, vandalism, resistance to school rules and regulations, disrespect or discourtesy and emotional immaturity are common disciplinary problems that are caused by learners (Levy Dalumpines, 2011).

According to the current study, there were many influencing factors on the types and causes of students' disciplinary problems. Among these, learners related factors are the most common. By the results of quantitative and qualitative research, it was observed that use of cell phones by students during the class, fighting among students, truancy and abuse of drugs are the most common types of students' disciplinary problems relating to the learners' factors.

Nevertheless, the principals and teachers have been occurred various students' disciplinary problems in their daily school lives. So, to minimize these problems, they have to know what are the main types and causes of these students' disciplinary problems and how to maintain anticipated solutions relating to their causes. Teachers also should build strong relationship with their students and they should try to familiar with the students' background situation. In addition, guidance and advice of teachers can help students to overcome their disciplinary problems. The content of curriculum should be flexible with the geographical area and should foster the moral aspiration of their citizen. It is important that the curriculum focuses on the needs of the current society.

As revealed in the study, the role of school community dealing with disciplinary problems are provision of advice, strict follow up, and trying to understand the students' disciplinary problems, referral to the guidance and counseling center to get proper advice and sending to the school management committee. The role of guidance and counseling service is very crucial in students' disciplinary problems.

## **Conclusion**

The research was conducted to study the types and causes of students' disciplinary problems through the perceptions of teachers and students. As indicated by this study, students' appropriate behaviour is crucial to attain successful education. For teachers to teach effectively and for learners to receive effective learning well-disciplined atmosphere is required. All stakeholders should involve in appropriate school discipline practices. To minimize students' disciplinary problems, principals, teachers and all stakeholders should work together. To improve teachers' effectiveness in handling students' disciplinary problems, school administrators should provide time and structures for collaborative learning teams to meet.

Through interviewing, principals and teachers said that truancy is the most common disciplinary problems. For such problems, teachers should build strong relationship with their students and they should try to familiar with the students' background situation. In addition, guidance and advice of teachers can help students to overcome their disciplinary problems.

Moreover, lack of cooperation between parents and schools in solving students' disciplinary problems were also found to be very weak. Students' attitude and social behavior are influenced by parental control at home. Lack of good modeling and lack of commitment to their profession by teachers may be the cause of students' disciplinary problems. Moreover, their lack of establishing conducive school environment for their children and consistent corrective measures for misbehaving students may be the causes of students' disciplinary problems. Teachers should have a sense of cheerfulness, a sense of friendliness, a sense of warmth, a sense of wide cultural background and experience. Not only teachers but also school and school administrators play as a key role in handling students' disciplinary problems. The principal's good leadership management can direct toward good classroom climate. Sometimes, strict school rules foster students to stay away from school. In order to successfully achieve the objectives of the school, all members of the school such as principal, teachers, students, parents and other supportive staffs are required to adhere to various behavioral patterns for maximum performance.



Therefore, school needs good discipline which is required to ensure that school is able to provide quality education for all students and to guarantee the care and safety of the school community. Therefore, school should provide clear rules and regulation for do and don't. Principal should possess good leadership management skills and relationship between teachers and principal should be good. Moreover, according to the results of the study, principals and teachers will be able to get good ideas of how to prevent their students' disciplinary problems.

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