Needs Assessment to Enhance Self-discipline of Lower Secondary School Students in Opportunity Expansion Schools Affiliated to the Office of the Basic Education Commission

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Abstract

The research aimed to study needs to enhance self-discipline of lower secondary school students. The research had two phases. Phase one studied the scope of self-discipline needs and indicators of a self-discipline of lower secondary school students, an evaluation of the scope of self-discipline needs and indicators by 9 experts. Phase two explored the current and desirable states of a self-discipline. The samples were 530 school administrators derived by a stratified random sampling. The research instruments were an evaluation form, and a questionnaire evaluated by five experts. The congruence index derived was higher than 0.5. The research findings were as follows. In phase one, a self-discipline of the students in the study consisted of 6 components and 31 indicators: 1) restraints had 5 indicators ; 2) determination had 5 indicators ; 3) patience had 5 indicators ; 4) emotional controls had 5 indicators ; 5) positive values had 6 indicators ; 6) responsibility had 5 indicators. In phase two, it was found that the current states of a self-discipline of the students under study was at a moderate level and the desirable states of a self-discipline of the students under study was at a high level. Modified Priority Needs Index in creating

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a self-discipline could be shown in a descending order: responsibility, determination, patience, restraints, emotional controls and positive values.

Keywords: Needs assessment, self-discipline, lower secondary school students

Introduction

In the past two decades, students, parents and other concerned have a high expectation for education. They want education to be more than just a tool, or academic success. One can say that education is everything (Kaplan and Flumb, 2012: 171). Hence, education means more than a classroom. In addition, it has to be borne in mind that the current century is the learning age. It is essential, thus, to develop skills necessary for students. They have to be able to critically think and utilize information technology, and equipped with occupational and life skills (Trilling and Fadel, 2009: 53-55). An increased expectation for education enable us to understand the key issues of an educational development important to students' development in light of academic preparation, physical, emotional and social aspects. The Ministry of Education has set the guidelines for the comprehensive quality development in a core course of the basic education of 2551 B.E. (Ministry of Education (2008: 5-7). The guidelines in question consist of learning contents, organization, learning standard, and student development activities. Students' crucial potential includes an ability to communicate, to think and deal with the problems, a life skill, and an ability to use technology. Besides, eight desirable characteristics of the students are also established: love for the nation, the religion, the monarchy, honesty, good conduct, discipline, eagerness to learn, determination, love for Thainess, public-mindedness. A comprehensive development can positively contribute to students' success in the school (Berzonsky, 2008: 645). That will be a sound foundation for their future life (Treepati, 2009). An increased expectation constitutes a preparation of the students for the future society. The students are expected to be prepared to pursue knowledge, be virtuous and cultured, discipline and moral conduct (Amornwiwat, 2003: 49-67). Without a proper preparation, students are interested only in a superficial, short-term success. They have no diligence, determination and perseverance. They do not know how to be patient and wait for a long-term outcome. They are likely to be more aggressive than rational (Chui and Chan, 2013: 237-238). Students at the lower secondary level are at a critical period as they undergo physical, emotional and social changes. They are confused between adolescence and adulthood, strength and weakness they find it hard to differentiate (Chiangkul, 2007: 1-29). Those about change from childhood to adulthood often encounter the following problems: learning, behavior, emotion and social issues. As for the first, the students are often found to be poorly performing.

They develop the habit of being absent from the class and do not participate in the school activities (Williams, 2008). As regards the emotional aspect, they are emotionally unstable and unable to adjust themselves to society. For example, they lack a good relationship with their neighbors, which results in lack of a self-discipline (Gear, 2011). The self-discipline which lower secondary students lack including: self-control, achievement motivation, leadership, punctuality, patience, restraints, responsibility, honesty, and self-confidence (Phithaksakdachai, 2010: 37 ; Picharo, 2013: 39 ; Thongsila, 2014: 81).

Self-discipline is a basic attribute crucial for a learning process at the lower secondary school level. The purpose of an education at this level is to enable students to creatively think and solve problems. They are given an assignment and have to learn by themselves (Office of the National Economics and Social Office of the National Economics and Social Development Board, 2011). Self-discipline hence plays a key role to make students able to learn by themselves successfully. Thus, knowing a self-discipline is a very important part as far as academic success is concerned (Srisa-ard, 2012: 3). Besides, self-discipline lead students to desirable behavior. Students are able to have a self-control and responsible and capable of a creative thinking (Winstok, 2009: 455-458). The students who are capable of controlling themselves normally do not have an aggressive behavior. It can be said that self-discipline is more academically important than intelligence (Duckworth and Seligman, 2005: 939-940). Creation of self-discipline is a development of thought, emotion and behavior. Thus, to create a self-discipline, it is very necessary to prioritize internal factors of individuals on the grounds that mental changes will inevitably lead to external behavioral changes (Aiamsupasit, 2010: 9-15).

The internal changes can also prevent and change undesirable behaviors. Self-discipline based on the internal factors in students amounts to a direct management of the personal behavior. Self-discipline is focused on individual potential including a thinking process, and social emotions and it is a positive development (McWhirter *et al.*, 2013: 19-22). It was supported by Dawson and Guare (2010: 18). They found that self-discipline help students to decide what activities or tasks they will pay attention to and which ones they will choose to do. Self-discipline allow them to organize their behavior over time and override immediate demands in favor of longer-term goals, enable them to manage their emotions and monitor their thoughts in order to work more efficiently and effectively. Therefore, Dawson and Guare concluded that self-discipline had six factors were:

1) response inhibition 2) emotion control 3) sustained attention 4) task initiation 5) goal-directed persistence 6) flexibility. Besides, It was supported by research findings of Bear (2010: 41) and Durlak *et al.*, (2007: 270). The research findings found that there were 6 major factors of self-discipline. Six factors were:

1) response inhibition 2) flexibility 3) delay gratification 4) goal-directed persistence 5) emotion control 6) resilience. Moreover, Ciccantelli and Vakil (2011: 3) revealed that self-discipline is a term used to describe those cognitive skills necessary for purposeful, goal-directed activity which help student to organize, plan, reflect on, and persist to finish their work. Self-discipline assist students in initiating tasks, drawing upon past knowledge, asking for help, multi-tasking, waiting our turn to speak, evaluating their ideas and thoughts, making midstream corrections to their work, and seeking more information when needed. For this reason, Ciccantelli and Vakil concluded that self-discipline including: 1) response inhibition 2) delay gratification 3) planning and prioritization 4) organization 5) distractibility 6) persist to finish work 7) multi-tasking. Furthermore, Scope *et al.,* (2010: 293) revealed that self-discipline is a term used to describe cognitive skills associated with self-regulation, planning, and problem-solving. During student social, behavioral, and cognitive skills are acquired which allow success in the school setting. Students develop attentional skills, learn how to interact appropriately with peers and with authority figures, and follow spoken and unspoken classroom rules. Underpinning these skills are cognitive constructs such as self-regulation including: 1) inhibiting impulsive behavior 2) delay immediate gratification 3) planning and problem solving 4) attentional capacity 5) flexibility which involves planning and problem-solving.

To develop a self-discipline of the lower secondary school students, it is very essential to know needs to enhance self-discipline. Self-discipline needs is the goal to correctly and positively establish a self-discipline in students as it is a vital basic quality.

Objectives

1. To study the scope of self-discipline needs and indicators of the self-discipline of the lower secondary school students.

2. To study the current and desirable states for the self-discipline of the lower secondary school students.

Methodology

The research was divided into two phases. Phase one was concerned with the study of the scope of self-discipline needs and indicators of the self-discipline of the lower secondary school students, this phase determined 3 steps including: Step 1: to study related documents, texts and research on the self-discipline of the lower secondary school students ; Step 2: to synthesize scope of self-discipline needs and indicators of

a self-discipline, and Step 3: to evaluated scope of self-discipline needs and indicators of self-discipline by experts. Phase two examined the current and desirable states for the self-discipline of the lower secondary school students had provided 3 steps as follows: Step 1: to create questionnaire from scope of self-discipline and indicators of a self-discipline ; Step 2: to collect the current and desirable states, and Step 3: to analyze Priority Needs Index to enhance the self-discipline in the students under study.

Population and samples

Phase one: the informants were nine experts who evaluated the validity of the structure and contents of components and indicators of the self-discipline of the lower secondary school students. Phase two: the population was 7,068 school administrators of the education opportunity expansion schools affiliated to the Office of the Basic Education Commission. The samples were the school administrators of the education opportunity expansion schools attached to the Office of the Basic Education Commission. They were derived by a stratified random sampling.

Ten percent of the derived population was 707 (Srisa-ard, 2000: 38).

Instruments

In phase one, the research instrument was an evaluation form for the validity of the structure and content of the components and indicators of the self-discipline. It was a five-rating scale format. Five experts evaluated the research instrument. Considering the index of the congruence, it was found that all the items had the congruence index higher than 0.5. In phase two, the research instrument was a questionnaire on the current and desirable states of the self-discipline of the lower secondary school students. The instrument was a five-rating scale questionnaire of 31 items. Five experts evaluated the quality of the instrument.

It was found that all items have a congruence index higher than 0.5. Cronbach's alpha coefficient was used to test reliability which coefficients of questionnaire was 0.93.

Data collection

In phase one, an evaluation form on the validity of the structure and content concerning the components and indicators of the self-discipline was sent by post to the experts and it was returned by post. In phase two, the questionnaire on the current and desirable states on the self-discipline of the lower secondary school students was sent by post to the samples who completed and returned it by post.

Data analysis

In phase one, data were analyzed by means of a descriptive method, mean, and standard deviation concerning the components and indicators of the self-discipline ranging from 3.51 onwards. The figure in question could be interpreted that the components and indicators of the self-discipline were valid in terms of the structure and the content. In phase two, data were analyzed by means of a descriptive method, means and standard deviation. The current and desirable states of the self-discipline of the lower secondary school students were validated. The interpretation could be as follows: 4.51-5.00 meant the self-discipline at the highest level ; 3.51-4.50 represented the self-discipline at a high level ; 2.51-3.50 meant the self-discipline at a moderate level ; at 1.51-2.50 the self-discipline was low and 1.00-1.50 represented the self-discipline at the least level. Modified Priority Needs Index (PNImodified) was analyzed to prioritize the self-discipline needs in the students under study (Wongwanich, 2005: 279).

$$PN_{Imodofied} = \frac{(I - D)}{D}$$

I = Average score of desirable states,
D = Average score of current states

Results

1. The study of related documents, texts and research on the self-discipline of the lower secondary school students. Then synthesized the scope of self-discipline needs and evaluated appropriateness of each component has showed the following.

Table 1. Mean, standard deviation and appropriateness of the scope of self-discipline needs

items	scope of self-discipline needs	$\overline{X}$	S.D.	level of appropriateness
1.	restraints	4.44	0.83	high
2.	determination	4.89	0.31	highest
3.	patience	4.89	0.31	highest
4.	emotional controls	4.89	0.31	highest
5.	positive value	4.33	0.82	high
6.	responsibility	5.00	0.00	highest

Table 1 shows that the self-discipline in determination, patience, emotional controls, and responsibility were appropriateness at the highest level. The self-discipline in restraints and positive values were appropriateness at a high level.

2. A study of relevant documents, texts and research on the self-discipline of the secondary school students. Then synthesized the indicators of the self-discipline and evaluated suitability of each indicator has showed the following.

Table 2. Mean, standard deviation, and suitability level of indicators of restraints

items	indicators of restraints	$\overline{X}$	S.D.	suitability level
1.	able to control one's needs	4.67	0.67	highest
2.	think rationally before deciding	4.11	0.74	high
3.	able to force oneself to do things in a rational way	4.89	0.31	highest
4.	able to force oneself to do things without being force by others	4.33	0.82	high
5.	able to think about positive and negative impacts on oneself and others	4.78	0.42	highest
	total	**4.56**	**0.68**	**highest**

Table 2 shows the indicators of restraints was found to be suitable at the highest level. As for each indicator was mostly found to be suitable at the highest level.

Table 3. Mean, standard deviation and suitability level of the indicators of determination

items	indicators of determination	$\overline{X}$	S.D.	suitability level
1.	focusing on the work until it is done	5.00	0.00	highest
2.	being enthusiastic to work	4.78	0.42	highest
3.	working to one's potential	5.00	0.00	highest
4.	trying to solve the problems and obstacles	4.89	0.31	highest
5.	encouraging oneself to finish the work	4.56	0.50	highest
	total	**4.84**	**0.36**	**highest**

Table 3 shows the indicators of determination was found to be suitable at the highest level. As for each indicator was found to be suitable at the highest level.

Table 4. Mean, standard deviation and suitability level of the indicators of patience

items	indicators of patience	$\overline{X}$	S.D.	suitability level
1.	aiming at the future more than the present	4.11	0.74	high
2.	not immediately accepting a reward ; instead waiting for a better one in the future	4.11	0.74	high
3.	able to wait for what to come	4.89	0.31	highest
4.	not demanding others to do at one's disposal	4.67	0.47	highest
5.	be decisive and strong willed	4.67	0.67	highest
	total	**4.49**	**0.69**	**high**

Table 4 shows the indicators of patience was found to be suitable at a high level. As for each indicator was mostly found to be suitable at the highest level.

Table 5. Mean, standard deviation and suitability level of the indicators of an emotional controls

items	indicators of an emotional controls	$\overline{X}$	S.D.	suitability level
1.	making a decision based on rationality, not on emotions	4.78	0.63	highest
2.	expressing emotions in a suitable way	4.44	0.83	highest
3.	knowing how to control oneself when faced with the unpleasant	4.44	0.68	high
4.	content with what one is	4.56	0.50	highest
5.	knowing how to make oneself happy by doing what one likes creatively	4.00	1.05	high
	total	**4.44**	**0.80**	**high**

Table 5 shows the indicators of an emotional controls was found to be suitable at a high level. As regards each indicator was mainly found to be suitable at the highest level.

Table 6. Mean, standard deviation and suitability level of the indicators of a positive values

items	indicators of a positive values	$\overline{X}$	S.D.	suitability level
1.	conducting oneself according to the right way	5.00	0.00	highest
2.	feeling ashamed and afraid of doing wrong	4.78	0.42	highest
3.	done as promised	4.78	0.63	highest
4.	treating others sincerely and honestly	4.67	0.67	highest
5.	appropriately using time	4.78	0.42	highest
6.	contributing in solving problems and making others happy	4.78	0.42	highest
	total	**4.80**	**0.49**	**highest**

Table 6 shows the indicators of a positive values was found to be suitable at the highest level. As for each indicator was found to be suitable at the highest level.

Table 7. Mean, standard deviation and suitability level of the indicators of responsibility

items	indicators of responsibility	$\overline{X}$	S.D.	suitability level
1.	be attentive to learning	4.67	0.47	highest
2.	give attention to the assignment	4.89	0.31	highest
3.	know one's own duty	4.89	0.31	highest
4.	be punctual	4.89	0.31	highest
5.	abide by the school rules	4.89	0.31	highest
	total	**4.84**	**0.36**	**highest**

Table 7 shows that the indicators of responsibility was found to be suitable at the highest level. Considering each indicator was found to be suitable at the highest level.

3. The results of the current and desirable states of the self-discipline of the lower secondary school students.

A total of 707 questionnaires were sent to 707 subjects and 530 were returned. The percentage of return was 74.9%. The results were as follows.

Table 8. Mean, and standard deviation as classified by the current and desirable states of the self-discipline

items	self-discipline needs	current states			desirable states		
		$\overline{X}$	S.D.	self-discipline	$\overline{X}$	S.D.	self-discipline
1.	restraints	3.29	0.76	Moderate	4.24	0.70	high
2.	determination	3.10	0.81	Moderate	4.24	0.66	high
3.	patience	3.12	0.78	Moderate	4.16	0.68	high
4.	emotional controls	3.35	0.79	Moderate	4.29	0.65	high
5.	positive values	3.63	0.79	high	4.62	0.57	highest
6.	responsibility	3.42	0.82	Moderate	4.68	0.58	highest
	total	**3.33**	**0.81**	**Moderate**	**4.38**	**0.67**	**high**

Table 8 shows the current states of the self-discipline was at a moderate level and the desirable states was at a high level.

Table 9. Mean, current and desirable states and PNImodified in creating a self-discipline in the students

items	self-discipline needs	D	I	PNI$_{modified}$	order
1.	restraints	3.29	4.24	0.29	4
2.	determination	3.10	4.24	0.37	2
3.	patience	3.12	4.16	0.34	3
4.	emotional controls	3.35	4.29	0.28	5
5.	positive values	3.63	4.62	0.27	6
6.	responsibility	3.42	4.68	0.37	1

Table 9 shows that PNImodified in creating a self-discipline can be shown in a descending order: responsibility, determination, patience, restraints, emotional controls, and positive values.

Discussion

1. A scope of self-discipline needs of lower secondary school students consisted of six components: restraints, determination, patience, emotional controls, positive values and responsibility. An evaluation of the components and indicators of a self-discipline of the students under study found that all components and indicators of a self-discipline were suitable. The reason may be that the components and indicators had synthesized the scope of a self-discipline

based on the principles and theories related. The synthesis was made based on the concept of Bear (2010: 41 ; Dawson and Guare, 2010: 18 ; Durlak *et al.*, 2007: 270 ; Ciccantelli and Vakil, 2011: 3 ; Scope *et al.*, 2010: 293) that a self-discipline was a potential to control oneself. A self-control came from an ability to distinguish what was good and bad (Aydin, 2009: 1244). Hence, a self-discipline resulted from an internal motivation of individuals who had to act within the framework acceptable to society. The actions of individuals were without external control. Instead they were from a self-development to acquire the set goal (Bergin and Bergin, 1999: 189-206). A self-control could lead to a mental and ethical development (Sirikulchayanonta *et al.*, 2011: 1), restraints from attractive things. Individuals became more rational and developed a long-term goal (Zettler, 2011: 119-121). It was supported by research findings of Tikun (2002). The research findings found that the component of self-discipline consisted 6 factors: 1) compliance with social regulations, 2) self-confidence, 3) responsibility, 4) intention, 5) leadership, 6) patience. Besides, it was supported by research findings of Songsiri *et al.*, (2013). The research findings found that the component of self-discipline consisted 6 factors: 1) leadership, 2) responsibility, 3) patience, 4) honesty, 5) sacrifice, 6) restraint. Moreover, a scope of self-discipline needs was evaluated by 9 experts. Although name of the components may be different, indicators are congruent. According to the stated reasons, a scope of self-discipline needs included 6 factors.

2. The current states of a self-discipline of the students was at a moderate level and the desirable states of a self-discipline of the students was at a high level. The results could be explained that: 1) the current states of a self-discipline of the students was at a moderate level. The reason may be that schools had implemented a creation of a self-discipline through various means. For example, the content on a self-discipline was taught and an activity was hosted to develop a self-discipline. However, activities to create a self-discipline at times were not consistent with the needs for a self-discipline of the students. Besides, a development of a self-discipline in the school is one way in regulating students' behaviors. However, there were no internal activities to train students (Bear, 1998: 14-32). It was supported by research findings of Phan-On (2010). The research findings found that the most techniques to enhance self-discipline were government, control, and correct student behavior. Furthermore, it was supported by research findings of Bunya (2012). The research findings found that the strategies for developing self-discipline was correcting misbehavior. As a consequence, the current states of a self-discipline were found to be moderate, 2) the desirable states of a self-discipline of the students was at a high level. It can be due to the fact that the schools wanted students to improve the characteristics according to the components of a self-discipline. Students were expected to develop the components of a self-discipline, which was a variable guiding students to abide by the rules and

regulations of the schools. They were also taught to be ashamed and morally afraid to commit the wrong. They were ready to learn by themselves and develop desirable behavior (Cazana, 2012: 107). It was supported by research findings of Muangsiritham (2001). The research findings found that techniques for developing self-discipline behaviors were psychological skills techniques: goal setting, imagery, and positive self-talk. Modeling and positive reinforcement techniques were also assigned. Moreover, it was supported by research findings of Khongphet *et al.*, (2007). The research findings found that techniques for developing self-discipline were caring for students, promotion of self-discipline, developing moral emotions, and promotion of democracy.

3. The first needs to enhance self-discipline of lower secondary school students was determination and responsibility. The results could be explained that: 1) responsibility has important motivational implications, as individuals often engage in behaviors not because these behaviors are necessarily enjoyable, but because they feel an internal sense of obligation and duty to do so. Responsibility is defined as a sense of internal obligation and commitment to produce or prevent designated outcomes or that these outcomes should have been produced or prevented (Lauermann, 2014: 75-77). Moreover, responsible is human awareness toward behavior or attitude either consciously or unconsciously. Responsible also means that to do something as a form of awareness toward their obligation (Eliasa, 2014: 199). For example, be attentive to learning, give attention to the assignment, know one's own duty, be punctual, and abide by the school rules (Ausubel, 1965: 459-460). 2) the behavioral determination is the binding of the individual to behavioral acts. When an action (including a decision) is distinct, free, relatively irrevocable, and effortful, such action is considered as influencing future consistency.

The performance of an increasing number of consonant or undeviating acts also strengthens the behavioral determination to the line of action. Moreover, determination is an individual's attitude towards a particular object or the strength of their belief in a position or course of action (Overton and Macvicar, 2008: 60-66). For example, focusing on the work until it is done, being enthusiastic to work, working to one's potential trying to solve the problems and obstacles, encouraging oneself to finish the work. That is to say, determination is motivation and enthusiasm to work (Durksen and Klassen, 2012). According to the stated reasons, needs in creating a self-discipline could be shown determination and responsibility.

Recommendation

The results show that the current states of a self-discipline of the lower secondary school students are overall moderate. The desirable

states are high. Scope of needs in creating a self-discipline of the students in the study can be given in the order of significance as follows: determination, responsibility, patience, restraints, emotional controls and positive values. As a result, more effort should be made to enhance and promote the aspects referred to above.

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