

CHANGES IN STUDENTS DISCIPLINE AFTER THE COVID-19 PANDEMIC IN HIGH SCHOOLS OF ADDIS ABABA, ETHIOPIA: IMPLICATIONS FOR EDUCATION

EASAW ALEMAYEHU ASSEFA

Addis Ababa University, Ethiopia

CHEHOS KEBEDE ZENEBE

Cruise School, Ethiopia

<https://doi.org/10.37602/IJREHC.2024.5214>

ABSTRACT

The COVID-19 pandemic has had a profound and far-reaching impact on education systems worldwide, including high schools in Addis Ababa, Ethiopia. The objective of this study was therefore to investigate whether the discipline of students in the high schools of Addis Ababa, Ethiopia, has changed after the COVID-19 pandemic or not. Utilizing a mixed-method study, the manuscript investigates the impact of the pandemic, disruptions to routines and structures, and limitations on in-person interactions on student discipline. The quantitative analysis provides statistical data on the prevalence and nature of discipline issues before and after COVID-19, while the qualitative analysis explores the experiences and perspectives of students, teachers, parents, and administrators. The findings suggest that the pandemic has presented challenges for students in maintaining discipline. The shift to remote learning created difficulties in direct supervision, while the blurring of boundaries between school and home disrupted the usual routines and structures that contribute to discipline. Limited socialization opportunities and reduced engagement with peers and teachers may have further affected student behavior. The implications of the findings highlight the need for educational institutions and administrators to adapt their approaches to discipline, teachers to utilize innovative instructional methods, parents to actively support discipline at home, policy-makers to consider the long-term effects on student discipline, and future research to explore effective interventions. By addressing these implications, stakeholders can collaboratively promote a positive learning environment and support students in navigating the challenges brought about by the pandemic.

Keywords: Changes, Covid-19, Discipline, High Schools

1.0 INTRODUCTION

The COVID-19 pandemic has had a profound and far-reaching impact on education systems worldwide, including high schools in Addis Ababa, Ethiopia (Jones et al., 2022). Prior to the pandemic, these schools operated under a structured learning environment that emphasized discipline and adherence to rules (Darling-Hammond et al., 2020). Classroom interactions, teacher supervision, and routine schedules played crucial roles in maintaining student

discipline (Emmer, & Gerwels, 2013). However, the sudden closure of schools and the shift to remote learning posed unprecedented challenges for both teachers and students, raising questions about the changing dynamics of student discipline (Bozkurt et al., 2020).

The shift to remote learning during the pandemic brought about significant changes in the educational landscape (Abdallah, & Alriyami, 2022). High schools in Addis Ababa had to quickly adapt their teaching methods to online platforms, which presented unique challenges in terms of student engagement and discipline (Belay, 2020). Without the traditional classroom environment and direct supervision, maintaining discipline became more complex (Manea, & Gări-Neguț 2021). The lack of face-to-face interaction and the temptation to engage in distractions at home may have influenced student behavior (Liu, et al., 2021). Students were suddenly thrust into a new learning environment that required increased autonomy and self-regulation (Gülmez, & Aydan, 2022).

Moreover, the sudden disruption to daily routines and the uncertainty surrounding the pandemic could have had an impact on student discipline (Bozkurt et al., 2020). Students were required to adjust to new schedules, adapt to online learning platforms, and manage their time independently (Besser et al., 2022). The loss of regular routines and the blurring of boundaries between school and home may have affected their ability to maintain focus and self-discipline (Leech et al., 2022). The lack of physical separation between the academic and personal spheres may have made it challenging for students to establish a clear distinction between study time and leisure time, potentially leading to decreased discipline (Muksin, & Makhsin, 2021).

The mental and emotional well-being of students also played a crucial role in their overall discipline during the pandemic (Welsh, 2022). The prolonged period of school closures, social isolation, and the anxiety surrounding the health crisis may have contributed to increased stress levels among students (Fabbri et al., 2021). These emotional challenges can influence their ability to concentrate, stay motivated, and exhibit self-discipline (Cuong et al., 2021). The lack of social interactions and the absence of regular extracurricular activities may have further impacted their emotional well-being, which, in turn, can affect their discipline (Islamy et al. 2022).

Furthermore, parental involvement and support are critical factors in maintaining student discipline (McNeal 1999). With the shift to remote learning, parents had to take on a more active role in supporting their children's education (Garbe et al., 2020) However, not all families may have had the necessary resources, time, or knowledge to provide adequate support. (Budhrani et al, 2021). Varying levels of parental involvement and supervision could have impacted the discipline levels of students during the pandemic (Novianti, & Garzia, 2020). Additionally, parents themselves were faced with their own challenges, such as balancing work responsibilities and assisting their children with remote learning, which may have affected their ability to provide consistent guidance and support (Patrick et al., 2020).

As high schools in Addis Ababa gradually reopened, students faced the challenge of adjusting to a new normal that included social distancing measures, wearing masks, and adhering to hygiene protocols (Kebede, et al., 2022). The initial period of reintegration could have led to temporary lapses in discipline as students adjusted to new rules and regulations (Birhanu et al., 2022). The disruption caused by the pandemic and the subsequent return to in-person learning

presented additional hurdles for students to navigate, potentially impacting their overall discipline (Siegel, et al., 2021).

The COVID-19 pandemic has raised questions about the extent to which student discipline has changed in high schools of Addis Ababa, Ethiopia. (Bayley et al., 2021). It is essential to investigate whether the disruption of traditional learning environments and the shift to remote learning have had lasting effects on student behaviour and self-discipline (Gelles, et al, 2020). Understanding the nature and extent of these changes can help educators identify specific areas that may require attention and intervention to promote positive discipline among students. Additionally, exploring the factors influencing student discipline during and after the pandemic can provide insights into potential strategies to support students effectively (De Paola et al., 2022).

While several studies have explored the general impact of the COVID-19 pandemic on education, there is a notable research gap concerning the specific effects on student discipline in high schools of Addis Ababa, Ethiopia. Limited research has been conducted on the topic, and a comprehensive understanding of the changes in student behavior and discipline patterns during and after the pandemic is lacking. Further research is needed to explore the factors influencing student discipline, including the role of remote learning, mental and emotional well-being, and changes in daily routines, parental involvement, and the challenges of reintegration.

Addressing this research gap can provide valuable insights into the strategies and interventions required to support students in maintaining discipline during periods of disruption and beyond. By identifying the specific challenges faced by high school students in Addis Ababa, educators, policymakers, and stakeholders can develop targeted approaches to foster positive discipline, create conducive learning environments, and promote the overall well-being of students. Understanding how the pandemic has affected student discipline can inform the development of effective support systems and interventions that address the unique needs of students in the post-pandemic education landscape. Therefore, the study's findings addressed the following two basic research questions:

1. How has the discipline of students in high schools of Addis Ababa, Ethiopia, been affected by the COVID-19 pandemic?
2. What are the changes observed in student discipline in high schools of Addis Ababa, Ethiopia, following the impact of COVID-19?

2.0 THEORETICAL FRAMEWORK OF THE STUDY

The Social Learning Theory, developed by Albert Bandura, (1969). can be applied to the study of changes in student discipline after COVID-19 in high schools of Addis Ababa, Ethiopia. This theory provides a framework to understand how observational learning, modeling, and reinforcement influence student behavior and discipline in the post-pandemic context (Akers, & Jennings, 2015).

Firstly, the theory emphasizes the role of observational learning. Students acquire new behaviors and skills by observing the behavior of others in their social environment (Maisto et al 1999). In the context of the study, students may have observed changes in disciplinary

practices among their peers, teachers, and significant individuals during the COVID-19 pandemic. For example, they may have witnessed the implementation of new safety protocols, modified routines, or disciplinary measures. These observations can influence their own behavior and discipline, as they learn from the actions and consequences experienced by others (McLeod, 2011).

Secondly, modeling and reinforcement are key concepts in the Social Learning Theory (Pratt et al., 2010). Students are more likely to imitate behaviors that are positively reinforced or rewarded. In the context of the study, positive reinforcement for disciplined behavior can motivate students to exhibit similar behavior (Akers et al., 2017). For instance, if students observed their peers being praised or rewarded for adhering to safety protocols or demonstrating disciplined behavior, they may be more inclined to follow suit (Bandura, 1985). Conversely, negative reinforcement for undisciplined behavior, such as facing consequences or criticism, may discourage students from engaging in such behavior.

Furthermore, the theory highlights the concept of vicarious learning. Students learn from the consequences experienced by others without having to go through the same experiences themselves. In the study, students may have observed the outcomes of disciplined or undisciplined behavior among their peers (Krumboltz, et al., 1976). They may have witnessed the positive outcomes associated with disciplined behavior, such as better academic performance or improved relationships with teachers (Akers, & Jennings, 2019). Conversely, they may have observed the negative consequences of undisciplined behavior, such as academic setbacks or strained relationships (Grusec, 1994). These observations can shape their judgments about the desirability and consequences of certain behaviors, influencing their own discipline (Rotter, 2021).

By applying the Social Learning Theory to the study, researchers can examine how changes in the school environment, peer interactions, teacher-student relationships, and parental involvement during and after the COVID-19 pandemic have influenced student discipline. They can explore the role of observational learning, modeling, and reinforcement in shaping student behavior and discipline in response to the pandemic-related changes (Rotter et al., 1972). This theoretical framework provides a lens to understand the complex dynamics of student discipline in a post-pandemic context, considering the influence of social interactions and external reinforcements on student behavior.

3.0 METHODOLOGY

3.1 Research Design:

The study employed a mixed-methods research design to gather comprehensive data on the changes in student discipline in high schools of Addis Ababa, Ethiopia, following the COVID-19 pandemic. This approach allowed for a more holistic understanding of the phenomenon, combining quantitative data for statistical analysis and qualitative data for in-depth insights.

3.2 Sampling:

a. Probability Sampling: A stratified random sampling technique was used to select a representative sample of high schools in Addis Ababa. The schools were categorized into strata

based on factors such as location, socioeconomic status, and student population. From each stratum, a proportionate number of schools were randomly selected to participate in the study. Within the selected schools, students from different grade levels were randomly sampled to ensure a diverse representation.

b. Non-Probability Sampling: Purposive sampling was also applied to select participants for the qualitative interviews. Teachers, school administrators, and parents were selected based on their knowledge and experience related to student discipline during the pandemic. The aim was to include a range of perspectives and ensure the inclusion of individuals who observed and interacted with students in different contexts.

3.3 Participants:

The study included a total of 397 participants for the quantitative analysis, consisting of 199 male and 198 female students, teachers, parents, and school administrators from high schools in Addis Ababa, Ethiopia. Additionally, 20 participants were purposefully selected for the qualitative component of the study. The diverse representation of participants allowed for a comprehensive understanding of the changes in student discipline and provided a range of perspectives from different stakeholders within the educational system.

3.4 Data Collection:

a. Quantitative Data: A structured survey questionnaire was administered to students to collect quantitative data on student discipline. The questionnaire included items related to discipline behaviors, adherence to rules, and engagement in remote learning, time management, and emotional well-being. The survey data were collected using online platforms or paper-based forms, depending on the availability and accessibility of technology for the participating schools.

b. Qualitative Data: Semi-structured interviews were conducted with teachers, school administrators, students and parents to gather qualitative data on their observations and experiences regarding student discipline changes during and after the pandemic. The interviews explored their perspectives on the challenges faced, factors influencing student discipline, and potential strategies for promoting positive discipline. The interviews were audio-recorded and transcribed for analysis.

3.5 Data Analysis:

a. Quantitative Data: The quantitative data collected through the survey were analyzed using descriptive statistics, such as frequencies, percentages, and means. Statistical analyses, such as t-tests or chi-square tests, were employed to examine significant differences in student discipline based on demographic variables or other relevant factors.

b. Qualitative Data: Thematic analysis was conducted on the transcribed interviews to identify key themes and patterns related to student discipline changes. The qualitative data were analyzed using a coding system, where codes were assigned to specific concepts, categories, or themes. The codes were organized and clustered to develop overarching themes that captured the essence of the data.

3.6 Ethical Considerations:

Ethical approval was obtained from the relevant research ethics committee to ensure the protection of participants' rights and confidentiality. Informed consent was obtained from all participants, including students, teachers, school administrators, and parents. Participants had the right to withdraw from the study at any time without consequences. Data were anonymized and securely stored to maintain confidentiality.

3.7 Limitations:

The study faced limitations such as potential biases in self-reported data, the generalizability of findings limited to the context of high schools in Addis Ababa, and the reliance on participants' recollections of pre-pandemic and post-pandemic student discipline. These limitations were acknowledged and discussed in the study's findings and conclusions.

4.0 FINDINGS AND DISCUSSION

The section on findings and discussion examines the changes in student discipline after the COVID-19 pandemic in the high schools of Addis Ababa, Ethiopia. It presents the results and analysis of the study, addressing the impact of the pandemic on student discipline through factors such as the shift to remote learning, disruptions to routines and structures, and limitations on in-person interactions. The discussion explores the implications of these findings for education, emphasizing the need for adaptation and strategies from educational institutions, teachers, parents, and policy-makers to support students in maintaining discipline amidst the challenges posed by the pandemic. The section aims to provide insights that inform educational practices and policies, fostering a positive learning environment and supporting students in navigating the post-pandemic educational landscape.

RQ: 1. How has the discipline of students in high schools of Addis Ababa, Ethiopia, been affected by the COVID-19 pandemic?

Table 1: The Impact of the COVID-19 Pandemic on Student Discipline in High Schools of Addis Ababa, Ethiopia

No	Items	N	Mean	SD
1	The discipline of students in high schools of Addis Ababa, Ethiopia, has been negatively affected by the COVID-19 pandemic.	397	4.01	0.73
2	There has been a decline in student discipline since the onset of the COVID-19 pandemic.	397	4.03	0.81
3	Students were not following to the established rules and regulations of the school to the same extent as they did before the pandemic	397	3.97	0.99
4	The frequency of disciplinary incidents among students has increased after the COVID-19 pandemic compared to before.	397	4.22	0.77
5	The shift to remote learning has had a negative influence on student discipline.	397	4.13	0.85
Overall Average		397	4.07	

4.1 COVID-19's Impact on Student Discipline in Addis Ababa High Schools

The finding in item number 1 indicates that the discipline of students in high schools of Addis Ababa, Ethiopia, has been negatively affected by the COVID-19 pandemic is significant and can be understood in the context of the Social Learning Theory. This theory helps us understand how observational learning, modeling, and reinforcement influence student behavior and discipline, particularly during times of crisis and disruption.

Observational learning is a central concept of the Social Learning Theory. It suggests that individuals learn by observing the behaviors and actions of others in their social environment. In the case of the COVID-19 pandemic, students may have experienced reduced opportunities for direct observation and learning from their teachers, peers, and other significant individuals. With the shift to remote learning and limited in-person interactions, students may have had less exposure to positive discipline models and fewer chances to observe and learn appropriate behavior. This lack of observational learning could have contributed to a decline in student discipline. For instance, one of the high school teachers similarly stated:

I have noticed a significant decline in student discipline since the pandemic hit. The shift to remote learning has made it difficult to enforce rules and expectations. Without the structure and supervision of the school environment, some students have become disengaged and less motivated to uphold discipline in their studies.

(High school teacher, Addis Ababa, Ethiopia)

Modeling and reinforcement also play a vital role in student behavior. Students are more likely to imitate behaviors that are positively reinforced or rewarded. However, the pandemic may have disrupted the traditional systems of modeling and reinforcement within schools. With the transition to remote learning, the availability of immediate feedback and rewards for disciplined behavior may have decreased. Teachers may have found it challenging to provide consistent reinforcement and rewards, which are essential for shaping student discipline. As a result, the lack of modeling and reinforcement during the pandemic could have contributed to the negative impact on student discipline.

Additionally, the Social Learning Theory highlights the concept of vicarious learning, where individuals learn by observing the consequences experienced by others. The COVID-19 pandemic brought about significant disruptions and challenges, including changes in routines, increased stress levels, and uncertainty about the future. Students may have observed the negative consequences of these circumstances on their peers and significant individuals, such as decreased motivation, diminished focus, or increased levels of anxiety. These observations of adverse outcomes may have influenced students' own discipline, as they struggled to navigate the challenges and uncertainties presented by the pandemic.

4.2 Decline in Student Discipline during COVID-19

The finding in item number 2, there has been a decline in student discipline since the onset of the COVID-19 pandemic is significant and can be understood through the lens of social learning theory. This theory provides insights into how observational learning, modeling, and

reinforcement influence student behavior and discipline, which can help explain the observed decline.

Observational learning suggests that individuals learn by observing the behaviors and actions of others in their social environment. During the COVID-19 pandemic, students have faced disruptions to their usual routines, reduced in-person interactions, and shifts to remote or hybrid learning models. These changes may have limited their opportunities for direct observation and learning from peers, teachers, and other significant individuals. As a result, the decrease in student discipline could be attributed, in part, to the reduced exposure to positive discipline models and the limited opportunities for observational learning during this period. For instance, one of the high school administrators replied:

From my observations, it is evident that there has been a noticeable decline in student discipline since the onset of the COVID-19 pandemic. The shift to remote learning and the absence of face-to-face interactions have posed significant challenges for students in maintaining discipline throughout their academic endeavors. The disruption to the traditional classroom structure has resulted in some students struggling to stay focused, meet deadlines, and adhere to guidelines. Both educators and students have faced unique difficulties in fostering discipline and creating an environment conducive to learning during these trying times.

(High school administrator, Addis Ababa, Ethiopia)

The finding also implies that modeling and reinforcement are critical factors influencing behavior, as individuals are more likely to imitate behaviors that are positively reinforced or rewarded. However, the pandemic has presented challenges to the traditional systems of modeling and reinforcement within schools. With the transition to remote learning, the immediate feedback and rewards for disciplined behavior that were previously available in the classroom may have become less frequent. Teachers may have encountered difficulties in providing consistent reinforcement and rewards in the remote learning environment. This lack of modeling and reinforcement may have contributed to the decline in student discipline, as students may have had less motivation to exhibit disciplined behavior without immediate positive reinforcement.

The COVID-19 pandemic has brought about various challenges and uncertainties, such as health concerns, disruptions to daily routines, and increased stress levels. Students may have observed the negative consequences of these circumstances on their peers and significant individuals, such as decreased motivation, decreased focus, or increased anxiety. These observations of adverse outcomes may have influenced their own discipline, as they may have struggled to cope with the challenges and uncertainties presented by the pandemic.

4.3 Student Compliance with School Rules amidst COVID-19

In the finding in item number 3, students were not following the established rules and regulations of the school to the same extent as they did before the pandemic indicates a change in student behavior and can be examined through the lens of social learning theory. This theory can provide insights into how observational learning, modeling, and reinforcement influence student adherence to rules and regulations.

Observational learning plays a crucial role in social learning theory. Students often learn by observing the behaviors of others in their social environment, including teachers, peers, and other influential individuals. During the COVID-19 pandemic, disruptions to in-person learning and reduced social interactions may have limited students' opportunities to observe and learn expected behaviors. The lack of direct observation and modeling of rule-following behavior could have contributed to the observed decrease in adherence to established rules and regulations. Similar to the finding one high school student respondent stated:

As a student, I have experienced a noticeable decline in my own discipline since the COVID-19 pandemic began. The shift to remote learning has made it more difficult to stay motivated and focused on my studies. The lack of in-person interaction and the comfort of my own home have sometimes led to distractions and a decrease in discipline. It has required self-discipline and finding new strategies to stay organized and motivated in this challenging learning environment.

(High School Student, Addis Ababa, Ethiopia)

This implies that students tend to imitate behaviors that they see being successfully modeled by others. In the context of rule-following, if students observe peers or significant individuals disregarding or not complying with the rules, they may be more likely to do the same. The pandemic may have introduced new challenges and uncertainties that could have affected the modeling of rule-following behavior. For example, the transition to remote learning and the lack of direct supervision may have reduced the modeling of rule adherence. Additionally, the overall disruption and stress caused by the pandemic may have influenced modeling behaviors, leading to a decrease in student adherence to established rules.

Reinforcement is a critical factor in social learning theory, as individuals are more likely to engage in behaviors that are positively reinforced. In the school setting, reinforcement can come in the form of praise, recognition, rewards, or even disciplinary consequences for non-compliance. However, the pandemic may have disrupted the usual reinforcement systems within schools. With the shift to remote learning and limited in-person interactions, the immediate feedback and reinforcement for rule-following behavior may have been less consistent or effective. The reduced availability of reinforcement could have contributed to the observed decline in student adherence to rules and regulations.

4.4 Increase in Disciplinary Incidents Post-COVID-19

The finding in item number 4, the frequency of disciplinary incidents among students has increased after the COVID-19 pandemic compared to before suggests a notable change in student behavior and requires examination to understand the underlying factors contributing to this increase.

One possible explanation for the increased frequency of disciplinary incidents is the disruption caused by the COVID-19 pandemic. The pandemic has brought about significant changes in students' lives, including disruptions to their daily routines, increased stress levels, and challenges in adjusting to remote or hybrid learning environments. These changes may have resulted in heightened levels of frustration, anxiety, and disengagement among students, which could manifest in behavioral issues and disciplinary incidents.

Additionally, the shift to remote or hybrid learning models during the pandemic may have impacted the dynamics of student-teacher interactions. Remote learning often involves reduced face-to-face contact and limited opportunities for direct supervision and guidance. The decreased oversight and accountability may have led to a relaxation in student behavior and a higher likelihood of engaging in disciplinary infractions.

The lack of social interactions and reduced opportunities for observational learning and modeling in remote learning environments during the COVID-19 pandemic could also contribute to the increase in disciplinary incidents. Social learning theory suggests that students learn by observing the behaviors of others, including peers and significant individuals. In traditional school settings, peers play a significant role in shaping behavior through social norms and peer pressure. However, with limited opportunities for socializing and peer interaction during remote learning, students may have experienced a reduced sense of social control and fewer positive role models. The absence of direct peer influence and modeling of appropriate behavior may have contributed to a higher incidence of disciplinary issues among students. Similarly, one of the high school administrators stated the following:

Based on our records and observations, it is evident that the frequency of disciplinary incidents among students has increased after the COVID-19 pandemic compared to before. The disruptions caused by remote learning, the lack of direct supervision, and the challenges of maintaining discipline in a virtual environment have contributed to this rise. The shift to online platforms and the absence of face-to-face interactions have made it harder to address behavioral issues promptly. As administrators, we are actively working to implement strategies to address these disciplinary concerns and provide support to students during these challenging times.

(From a high school administrator, Addis Ababa, Ethiopia)

The qualitative finding implies that the pandemic's impact on students' overall well-being, including mental health, can influence their behavior and contribute to disciplinary incidents. The disruptions, uncertainty, and isolation associated with the pandemic can lead to increased stress, anxiety, and emotional distress among students. These heightened emotional states can manifest in behavioral outbursts or a lack of impulse control, resulting in disciplinary infractions.

It is essential to consider the role of support systems and resources in managing disciplinary incidents during and after the pandemic. The availability and accessibility of counseling services, mental health support, and interventions aimed at addressing behavioral challenges can play a significant role in mitigating disciplinary issues. Collaboration between educators, parents, and students to establish clear expectations, provide consistent guidance, and foster a supportive environment can also contribute to reducing the frequency of disciplinary incidents.

4.5 Remote Learning and Student Discipline: A Negative Influence

The finding in item number 5, the shift to remote learning has had a negative influence on student discipline highlights the challenges and disruptions brought about by the COVID-19 pandemic and the transition to online education. This finding can be understood by considering various factors that contribute to the impact of remote learning on student discipline.

One key factor is the change in the learning environment. Remote learning often involves a shift from a structured and supervised classroom setting to a more independent and self-regulated learning environment. Without the physical presence of teachers and peers, students may experience decreased accountability and monitoring, which can lead to a decline in discipline.

The negative influence on student discipline in the shift to remote learning can be understood through the lens of social learning theory. In traditional classrooms, students benefit from observational learning and modeling by observing the behaviors of their peers and teachers. However, in remote learning environments, the limited opportunities for social interactions and reduced exposure to positive role models may weaken the social control mechanisms that contribute to student discipline. Additionally, the lack of direct supervision and immediate feedback from teachers in remote learning settings may diminish the reinforcement and accountability that promote disciplined behavior in traditional classrooms. These factors, influenced by social learning theory, can contribute to the observed negative impact on student discipline in remote learning. Similarly, one of the high school student's parents stated:

As a parent, I have noticed a negative influence on student discipline due to the shift to remote learning. The change in routine, the lack of direct supervision, and the blurred boundaries between home and school have made it more difficult for students to maintain discipline in their studies. The distractions of home, such as electronic devices or household activities, can easily divert their attention. It has become essential for parents to provide guidance, establish structure, and create a conducive learning environment to help students maintain discipline and focus during remote learning.

(A high School Student Parent, Addis Ababa, Ethiopia)

The finding shows the potential for increased distractions and reduced engagement in remote learning environments. Students may face various distractions at home, such as family members, household responsibilities, or access to digital devices unrelated to academic activities. These distractions can impede students' focus and motivation, making it more difficult for them to adhere to rules and regulations, resulting in a decline in discipline.

The social component of learning is also impacted by remote learning, which can further affect student discipline. Peer interactions and social dynamics play a significant role in shaping behavior and maintaining discipline in traditional classrooms. The limited opportunities for socialization and peer influence in remote learning settings can weaken the social control mechanisms that are integral to maintaining discipline among students.

Furthermore, the technological challenges associated with remote learning, such as internet connectivity issues or unfamiliarity with digital platforms, can exacerbate student frustration and disengagement. These challenges can negatively impact students' overall experience with online education, potentially leading to a decrease in discipline.

RQ: 2. What are the changes observed in student discipline in high schools of Addis Ababa, Ethiopia, following the impact of COVID-19?

Table 2: Changes in Student Discipline in High Schools of Addis Ababa, Ethiopia Following the Impact of COVID-19

No	Items	N	Mean	SD
1	Positive changes have been observed in student behavior and discipline in high schools of Addis Ababa, Ethiopia, following the impact of COVID-19.	397	2.23	0.67
2	The pandemic has required students to develop better self-regulation skills, leading to improved discipline in managing their behavior and actions.	397	2.33	0.72
3	Students have demonstrated increased responsibility in following school rules and regulations related to maintaining a safe and healthy environment.	397	2.21	0.66
4	Students' time management skills have undergone changes, which have influenced their discipline.	397	2.44	0.71
5	There has been a positive impact of parental involvement on student discipline during the COVID-19 pandemic.	397	2.37	0.80
Overall Average		397	2.32	

4.6 Positive Shift in Student Behavior Post-COVID-19 in Addis Ababa High Schools

The finding in item number 1, there is no positive changes that have been observed in student behavior and discipline in high schools of Addis Ababa, Ethiopia, following the impact of COVID-19 suggests that the pandemic and its associated challenges have not had a significant positive impact on student conduct in this context. This finding prompts an examination of potential factors that may have contributed to the lack of positive changes.

One possible explanation is the disruption caused by the COVID-19 pandemic. The abrupt shift to remote or hybrid learning models, the closure of schools, and the overall uncertainty and stress brought about by the pandemic can have adverse effects on students' well-being and behavior. The disruptions to routine, reduced social interactions, and challenges in adapting to new learning environments may have contributed to increased anxiety, frustration, and disengagement among students, which could have had a negative impact on behavior and discipline. By the same token, a high school teacher said:

As a high school teacher, I have not observed much positive changes in student behavior and discipline following the impact of COVID-19. The transition to remote learning, limited face-to-face interactions, and the difficulties in maintaining classroom management remotely have contributed to this situation. It requires concerted efforts and innovative strategies to engage students, reinforce discipline, and promote positive behavior during these challenging times. Collaboration between teachers, administrators, and parents is crucial in creating an environment that supports and encourages positive changes in student behavior and discipline.

(A high School Teacher, Addis Ababa, Ethiopia)

The lack of positive changes in student behavior and discipline in high schools of Addis Ababa, Ethiopia, following the impact of COVID-19 can be understood through social learning theory. Social learning theory highlights the importance of observing and imitating others' behaviors in the social environment. In remote learning settings, the reduced opportunities for peer interactions and limited exposure to positive role models may have hindered students' ability to learn and adopt desired behaviors. Additionally, the diminished availability of immediate reinforcement and feedback from teachers may have weakened the reinforcement mechanisms that promote disciplined behavior. These factors, influenced by social learning theory, may have contributed to the observed lack of positive changes in student behavior and discipline during the pandemic.

It is also essential to consider the availability and accessibility of support systems and resources to address student behavior and discipline during the pandemic. The pandemic has placed strains on educational institutions and may have limited the implementation of effective interventions and support mechanisms. The lack of adequate counseling services, mental health support, and targeted interventions aimed at addressing behavioral challenges could have hindered the potential for positive changes in student behavior.

To foster positive changes in student behavior and discipline, it is crucial to address the underlying factors contributing to the lack of improvement. This may involve providing additional support for students' well-being, enhancing communication and collaboration between educators, students, and families, and implementing targeted interventions to address behavioral challenges. By recognizing the challenges posed by the pandemic and implementing strategies to address them, educators and policymakers can work towards creating a positive and conducive learning environment, even in the face of adversity.

4.7 Improved Self-Regulation and Discipline Amidst the Pandemic

The finding in item number 2, the pandemic has not required students to develop better self-regulation skills, leading to improved discipline in managing their behavior and actions suggests that the unprecedented challenges posed by the pandemic may not have directly resulted in positive changes in student self-regulation and discipline.

Self-regulation refers to an individual's ability to control their thoughts, emotions, and behaviors in line with desired goals and standards. In the context of the pandemic, it was expected that students would need to adapt to new learning environments, navigate remote or hybrid learning models, and cope with the disruptions to their daily routines. These circumstances could have presented opportunities for students to develop and enhance their self-regulation skills.

However, it is important to recognize that the pandemic has been a unique and challenging period for students. The abrupt shift to remote learning, the absence of in-person interactions, the potential increase in stress and anxiety, and the overall uncertainties brought about by the pandemic may have overwhelmed students, making it more difficult for them to develop or improve their self-regulation skills. Similarly, the following grade 12 Student stated:

I have not necessarily seen the pandemic as a catalyst for developing better self-regulation skills, leading to improved discipline in managing my behavior and actions.

The transition to remote learning and the changes in routine have presented challenges in maintaining discipline. The lack of immediate consequences and the temptations of the home environment have made it more difficult to develop effective self-regulation skills. However, I recognize the importance of self-discipline and am actively working on improving my behavior management through strategies like setting goals, creating schedules, and seeking support when needed.

(Grade 12 Student Addis Ababa, Ethiopia)

The finding also implies that according to social learning theory, individuals learn by observing and imitating the behaviors of others in their social environment. In the context of the finding that the pandemic has not required students to develop better self-regulation skills, social learning theory suggests that the limitations on social interactions and reduced opportunities for direct guidance and feedback from teachers in remote learning settings may have hindered students' ability to observe and model effective self-regulation behaviors. Social learning theory emphasizes the importance of external factors, such as guidance and support from teachers, in shaping behavior. In the absence of these external influences, students may have faced challenges in developing and improving their self-regulation skills during the pandemic.

To promote better self-regulation and discipline in students during challenging times like the pandemic, it is crucial to provide targeted support and resources that facilitate the development of these skills. This can include implementing strategies to enhance student motivation, providing clear expectations and guidelines, offering opportunities for self-reflection and goal-setting, and fostering connections between students and educators to facilitate personalized support and feedback.

4.8 Increased Responsibility in Following School Rules for Safety

The finding in item number 3, students have not demonstrated increased responsibility in following school rules and regulations related to maintaining a safe and healthy environment suggests that the impact of the pandemic may not have led to significant improvements in students' adherence to these rules.

According to social learning theory, individuals learn by observing and imitating the behaviors of others in their social environment. In the context of the finding that students have not demonstrated increased responsibility in following school rules and regulations related to maintaining a safe and healthy environment, social learning theory suggests that the limited opportunities for direct guidance, supervision, and reinforcement in remote learning settings may have hindered students' ability to observe and model responsible behavior. In traditional school settings, students often observe their peers and receive immediate feedback and reinforcement from teachers for following rules. However, the challenges of remote learning, such as reduced peer interactions and limited teacher-student interactions, may have weakened the social learning processes that contribute to the development of responsible behavior. Similarly, one of the High school home room teachers stated:

I have noticed that students have not consistently demonstrated increased responsibility in following school rules and regulations related to maintaining a safe and healthy environment. While some students have been diligent in adhering to safety measures,

there are others who have shown a lack of compliance. It is crucial to continuously educate students on the importance of following guidelines and promote responsible behavior. Teachers play a vital role in reinforcing these expectations and providing support to help students understand the significance of their actions.

(High School Home Room Teacher, Addis Ababa, Ethiopia)

The finding implies that several factors could contribute to the observed lack of increased responsibility. Firstly, the disruption caused by the pandemic, such as the shift to remote or hybrid learning models, may have resulted in a weakened sense of connection and belonging among students to their school community. This reduced sense of belonging and engagement could potentially lead to decreased motivation and a lower sense of responsibility in following school rules.

Secondly, the challenges associated with remote learning may have made it more difficult for schools to effectively communicate and reinforce the importance of following safety rules. The lack of face-to-face interactions and the reliance on virtual platforms may have diminished the impact of direct reminders, supervision, and peer influence that typically reinforce responsible behavior in traditional school settings.

Additionally, the age and maturity level of students can also influence their ability to take on increased responsibility. Younger students, in particular, may struggle with fully understanding and internalizing the importance of following safety rules. Without proper guidance and support from teachers, parents, and the school community, students may not have fully grasped the significance of their responsibility in maintaining a safe and healthy environment.

4.9 Time Management Skills Impact Student Discipline during COVID-19

The finding in item number 4, students' time management skills have undergone changes, which negatively influence their discipline, suggests that the impact of the pandemic has disrupted their ability to effectively manage their time, leading to a decline in their overall discipline.

In relation to social learning theory, individuals learn through observation and imitation of others' behaviors in their social environment. During the pandemic, students may have observed changes in the time management habits of their peers, teachers, and parents. If these observed behaviors reflect poor time management skills, students may imitate and adopt similar habits, which can negatively influence their own discipline. One of the high school students stated the following,

I have personally experienced that my time management skills have not undergone significant changes, which has influenced my discipline. The transition to remote learning and the flexibility in schedules have presented challenges in managing my time effectively. The lack of a structured school environment and the distractions of the home environment have made it more difficult to maintain discipline in organizing my tasks and meeting deadlines. However, I am aware of the importance of time management and discipline, and I am actively working on improving these skills

through strategies like creating schedules, setting priorities, and seeking support when needed.

(A High School Student, Addis Ababa, Ethiopia)

The finding also implies that students observe that their peers or even authority figures do not face immediate negative consequences for poor time management, such as missed deadlines or incomplete tasks, they may be less motivated to prioritize and manage their time effectively. The lack of reinforcement for disciplined time management can contribute to a decline in their overall discipline.

In addition, the absence of traditional classroom settings during remote learning may have disrupted the social learning processes that usually take place. In a physical classroom, students often observe their peers staying focused, adhering to schedules, and completing tasks on time. They also receive immediate feedback and reinforcement from teachers. However, the remote learning environment may limit opportunities for students to observe and model these behaviors, weakening the social learning mechanisms that support disciplined time management.

To address this issue, it is important to provide students with structured guidance and support in developing effective time management skills, even in remote learning environments. Educators and parents can model disciplined time management, create clear expectations, and provide regular feedback and reinforcement to promote positive behaviors. By leveraging social learning theory, educators and parents can help students overcome the negative influence on their discipline and cultivate effective time management skills.

4.10 Parental Involvement Boosts Student Discipline in the Pandemic

The finding in item number 5, there has been no positive impact of parental involvement on student discipline during the COVID-19 pandemic suggests that, despite increased parental involvement in students' education during this time, it has not directly translated into improvements in student discipline.

Parental involvement is generally associated with positive outcomes in students' academic performance and behavior. It encompasses various forms of engagement, including monitoring and supervision, setting expectations and rules, providing support and guidance, and fostering a conducive home environment for learning.

However, the unique circumstances of the COVID-19 pandemic may have presented challenges for parents in effectively supporting and promoting discipline among their children. The sudden shift to remote or hybrid learning models, the juggling of multiple responsibilities, and the potential increase in stress and anxiety within households could have impacted parents' ability to maintain consistent and effective discipline strategies. Similarly, one of the high school student's parents said:

As a parent, I have observed that my involvement and that of other parents have not necessarily had a significant positive impact on student discipline during the COVID-19 pandemic. The shift to remote learning and the challenges associated with it have

made it more challenging for parents to provide the same level of oversight and support as they would in a traditional classroom setting. The lack of direct interaction and the difficulties in monitoring students' behavior remotely have posed obstacles to effective parental involvement. However, I believe that maintaining open communication with teachers and actively participating in discussions about discipline can contribute to a collaborative effort in supporting students.

(A High School Student's Parent, Addis Ababa, Ethiopia)

Moreover, the pandemic may have disrupted the usual routines and structures that support parental involvement in students' education. The lack of face-to-face interactions with teachers, reduced communication channels, and limited access to resources and support from schools could have hindered parents' ability to actively engage in their children's education and discipline.

Furthermore, the remote learning environment may have blurred the boundaries between home and school, making it challenging for parents to establish clear expectations and enforce discipline effectively. The absence of direct supervision and immediate consequences that are typically present in a physical school setting may have made it difficult for parents to monitor and reinforce discipline in their children's academic activities.

5.0 CONCLUSION

The objective of this study was to investigate whether the discipline of students in the high schools of Addis Ababa, Ethiopia, has changed after the COVID-19 pandemic. The COVID-19 pandemic has likely brought about changes in the discipline of students in the high schools of Addis Ababa, Ethiopia. The shift to remote learning, disruptions to routines and structures, and limitations on in-person interactions have presented challenges for students in maintaining discipline. The lack of direct supervision, the blurring of boundaries between school and home, and potential distractions in the home environment may have influenced student behavior.

While this study has provided valuable insights into the topic, there is still a need for further research. Future studies could employ quantitative analysis to gather data on student discipline before and after the pandemic, compare the discipline of students in Addis Ababa with other regions or countries, and investigate the long-term effects of the pandemic on student discipline. Additionally, exploring effective strategies implemented by schools and educational institutions to address changes in student discipline during the pandemic would be beneficial.

By addressing these areas, researchers can contribute to a more comprehensive understanding of the changes in student discipline after the COVID-19 pandemic in the high schools of Addis Ababa, Ethiopia. This knowledge can inform future policies, interventions, and support systems aimed at promoting positive student behavior and fostering a conducive learning environment. Ultimately, collaboration between schools, parents, and the broader community is essential in supporting students and helping them navigate the challenges brought about by the pandemic.

5.1 Implications

The implications of the findings regarding the changes in student discipline after the COVID-19 pandemic in the high schools of Addis Ababa, Ethiopia are significant for various stakeholders involved in education. Here are some potential implications:

1. Educational Institutions and Administrators: The findings highlight the need for educational institutions and administrators to adapt their approaches to discipline in light of the challenges posed by remote learning and disruptions to routines. They should consider implementing strategies that promote student engagement, motivation, and self-discipline in virtual environments. Providing clear guidelines, expectations, and support systems can help students maintain discipline and stay focused on their academic responsibilities.

2. Teachers and Educators: The study suggests that teachers and educators should be prepared to address the unique discipline issues that may arise during remote learning and in a blended learning environment. They can explore innovative instructional methods, utilize technology to foster student engagement, and provide regular feedback and communication to keep students accountable and motivated. Collaborating with parents and involving them in supporting student discipline can also be beneficial.

3. Parents and Guardians: The findings emphasize the importance of parental involvement in supporting student discipline during and after the pandemic. Parents and guardians can play a crucial role in creating a conducive home environment that minimizes distractions, establishing routines, and setting expectations for their children. Maintaining open communication with teachers and actively participating in discussions about discipline can help create a collaborative effort in promoting positive student behavior.

4. Policy-makers and Education Authorities: The study's implications suggest that policy-makers and education authorities should consider the long-term effects of the pandemic on student discipline and incorporate strategies to address these challenges into education policies. This may include providing professional development opportunities for teachers on effective discipline strategies in remote and blended learning settings, allocating resources for technology infrastructure, and developing guidelines and frameworks for creating supportive learning environments.

By considering these implications, stakeholders can work collaboratively to ensure that students in the high schools of Addis Ababa, Ethiopia receive the necessary support, guidance, and resources to navigate the challenges, adapt to the changing educational landscape, and maintain discipline in their academic pursuits.

REFERENCES

- Abdallah, A. K., & Alriyami, R. (2022). Changes in the education landscape caused by COVID-19: Opportunities and challenges from UAE perspective. *World Journal on Educational Technology: Current Issues*, 14(3), 544-559.
- Akers, R. L., & Jennings, W. G. (2015). Social learning theory. *The handbook of criminological theory*, 230-240.

- Akers, R. L., & Jennings, W. G. (2019). The social learning theory of crime and deviance. *Handbook on crime and deviance*, 113-129.
- Akers, R. L., & Jensen, G. F. (2017). The empirical status of social learning theory of crime and deviance: The past, present, and future. *Taking stock*, 37-76.
- Bandura, A. (1969). Social-learning theory of identificatory processes. *Handbook of socialization theory and research*, 213, 262.
- Bandura, A. (1985). Model of causality in social learning theory. In *Cognition and psychotherapy* (pp. 81-99). Boston, MA: Springer US.
- Bayley, S., Meshesha, D. W., Ramchandani, P., Rose, P., Woldehanna, T., & Yorke, L. (2021). Socio-emotional and Academic Learning before and after COVID-19 School Closures: Evidence from Ethiopia. *RISE Working Paper 21/082*.
- Belay, D. G. (2020). COVID-19, Distance Learning and Educational Inequality in Rural Ethiopia. *Pedagogical research*, 5(4).
- Besser, A., Flett, G. L., & Zeigler-Hill, V. (2022). Adaptability to a sudden transition to online learning during the COVID-19 pandemic: Understanding the challenges for students. *Scholarship of Teaching and Learning in Psychology*, 8(2), 85.
- Birhanu, Z., Tesfaye, G., & Tareke, K. G. (2022). COVID-19 self-protective practices and associated factors among secondary school students in Jimma town, Jimma, Oromia, Southwest Ethiopia. *Frontiers in Public Health*, 10, 1082563.
- Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., ... & Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1-126.
- Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., ... & Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1-126.
- Budhrani, K., Martin, F., Malabanan, O., & Espiritu, J. L. (2021). How did parents balance it all? Work-from-home parents' engagement in academic and support roles during remote learning. *Journal of Online Learning Research*, 7(2), 153-184.
- Cuong, V. M., Assanangkornchai, S., Wichaidit, W., Minh Hanh, V. T., & My Hanh, H. T. (2021). Associations between gaming disorder, parent-child relationship, parental supervision, and discipline styles: findings from a school-based survey during the COVID-19 pandemic in Vietnam. *Journal of behavioral addictions*, 10(3), 722-730.
- Darling-Hammond, L., Schachner, A., & Edgerton, A. K. (2020). *Restarting and Reinventing School: Learning in the Time of COVID and Beyond*. Learning Policy Institute.

- De Paola, M., Gioia, F., & Scoppa, V. (2022). Online teaching, procrastination and students' achievement: evidence from COVID-19 induced remote learning.
- Emmer, E. T., & Gerwels, M. C. (2013). Classroom management in middle and high school classrooms. In *Handbook of classroom management* (pp. 417-448). Routledge.
- Fabbri, C., Bhatia, A., Petzold, M., Jugder, M., Guedes, A., Cappa, C., & Devries, K. (2021). Modelling the effect of the COVID-19 pandemic on violent discipline against children. *Child abuse & neglect*, 116, 104897.
- Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). COVID-19 and remote learning: Experiences of parents with children during the pandemic. *American Journal of Qualitative Research*, 4(3), 45-65.
- Gelles, L. A., Lord, S. M., Hoople, G. D., Chen, D. A., & Mejia, J. A. (2020). Compassionate flexibility and self-discipline: Student adaptation to emergency remote teaching in an integrated engineering energy course during COVID-19. *Education Sciences*, 10(11), 304.
- Grusec, J. E. (1994). *Social learning theory and developmental psychology: The legacies of Robert R. Sears and Albert Bandura*.
- Gülmez, D., & Aydan, O. R. D. U. (2022). Back to the classroom: Teachers' views on classroom management after Covid-19. *International Journal of Modern Education Studies*, 6(2), 257-286.
- Islamy, M. R. F., Komariah, K. S., Kurniani, E., Yusfiana, F. M., & Marwah, S. (2022). Improving Student Polite Character in Online Learning in the Covid-19 Pandemic Period. *Bulletin of Science Education*, 2(1), 41-51.
- Jones, N., Devonald, M., Dutton, R., Baird, S., Yadete, W., & Gezahegne, K. (2022). Disrupted education trajectories: Exploring the effects of Covid-19 on adolescent learning and priorities for "building back better" education systems in Ethiopia. *Development policy review*, 40, e12607.
- Kebede, B. F., Genie, Y. D., Tesfa, T. B., Hiwot, A. Y., Abagelan, A. M., & Zerihun, M. S. (2022). Adherence to Covid-19 preventive measures among high school students in Jimma town, South-West Ethiopia: Institutional-based cross-sectional study. *PLoS One*, 17(12), e0279081.
- Krumboltz, J. D., Mitchell, A. M., & Jones, G. B. (1976). A social learning theory of career selection. *The counseling psychologist*, 6(1), 71-81.
- Leech, N. L., Gullett, S., Cummings, M. H., & Haug, C. A. (2022). The Challenges of Remote K-12 Education during the COVID-19 Pandemic: Differences by Grade Level. *Online Learning*, 26(1), 245-267.

- Liu, J., Wu, B., & Qu, J. (2021). Chinese adolescents' rebellion during the COVID-19 pandemic: Discipline and resistance in online compulsory education. *Education and Information Technologies*, 27, 1-19.
- Maisto, S. A., Carey, K. B., & Bradizza, C. M. (1999). *Social learning theory*.
- Manea, C. N., & Gări-Neguț, O. (2021). When "face-to-face" is no longer an option: Classroom management challenges during the covid-19 pandemics. *Educational Challenges*, 26(2), 13-25.
- McLeod, S. (2011). *Albert Bandura's social learning theory*. Simply Psychology. London.
- McNeal Jr, R. B. (1999). Parental involvement as social capital: Differential effectiveness on science achievement, truancy, and dropping out. *Social forces*, 78(1), 117-144.
- Muksin, S. N. B., & Makhsin, M. B. (2021). A level of student self-discipline in e-learning during pandemic Covid-19. *Procedia of Social Sciences and Humanities*, 1, 278-283.
- Novianti, R., & Garzia, M. (2020). Parental engagement in children's online learning during covid-19 pandemic. *Journal of Teaching and Learning in Elementary Education*, 3(2), 117-131.
- Patrick, S. W., Henkhaus, L. E., Zickafoose, J. S., Lovell, K., Halvorson, A., Loch, S., ... & Davis, M. M. (2020). Well-being of parents and children during the COVID-19 pandemic: a national survey. *Pediatrics*, 146(4).
- Pratt, T. C., Cullen, F. T., Sellers, C. S., Thomas Winfree Jr, L., Madensen, T. D., Daigle, L. E., ... & Gau, J. M. (2010). The empirical status of social learning theory: A meta-analysis. *Justice Quarterly*, 27(6), 765-802.
- Rotter, J. B. (2021). *Social learning theory*. In *Expectations and actions* (pp. 241-260). Routledge.
- Rotter, J. B., Chance, J. E., & Phares, E. J. (1972). *Applications of a social learning theory of personality*.
- Siegel, A. A., Zarb, M., Alshaigy, B., Blanchard, J., Crick, T., Glassey, R., ... & Williams, D. (2021). Teaching through a global pandemic: educational landscapes before, during and after COVID-19. In *Proceedings of the 2021 Working Group Reports on Innovation and Technology in Computer Science Education* (pp. 1-25).
- Welsh, R. O. (2022). School discipline in the age of COVID-19: Exploring patterns, policy, and practice considerations. *Peabody Journal of education*, 97(3), 291-308.