

**CELL PHONE USAGE, PARENT-CHILD ATTACHMENT AND STUDENTS'
INDISCIPLINE AMONG KYAMBOGO UNIVERSITY UNDERGRADUATE
STUDENTS**

BIYINZIKA MIRIAM ROSE

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DECLARATION

I, Biyinzika Miriam Rose affirm that this dissertation titled, “Cell Phone Usage, Parent-Child Attachment and Students’ Indiscipline Among Kyambogo University Undergraduate Students”, is my own original work, prepared and developed through my personal effort. To the best of my knowledge, it has never been presented to any other academic institution for any award.

Signed Date.....

APPROVAL

This dissertation by Biyinzika Miriam Rose, titled ‘Cell Phone Usage, Parent-Child Attachment and Students’ Indiscipline Among Kyambogo University Undergraduate Students’, has been submitted for examination with our approval as university supervisors.

Dr. Nathaniel Mayengo

Signature: Date...../...../.....

Dr. Kaheru-Katigo Jokshan

Signature: Date...../...../.....

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DEFINITION OF TERMS

Cell phone - portable device that has accessibility to a cellular radio system and can therefore be used over a vast region without necessitating a physical connection to a network.

Parent-child attachment - significant, permanent, and stable emotional bond that evolves during the contact between individuals and their parents.

Students' indiscipline - situation where learners fail to obey rules and manifest ill behaviour.

Strikes - intentional employment of violent, malicious, and coercive measures to show dissatisfaction.

Absenteeism - behavior or habit of being away from the learning environment when expected to be present.

Trauncy - learner failing to attend school when he or she is expected to do so without satisfactory reason.

Cell phone usage - act of utilizing a hand-held device to communicate information, images, and videos.

ABSTRACT

The study sought to examine the relationships between cell phone usage, parent-child attachment, and students' indiscipline among Kyambogo University undergraduate students. A cross-sectional survey was used as the research design, with undergraduate students from each faculty selected as the sample through proportionate sampling. Data was collected from 349 respondents using a self-administered questionnaire from a population of 30,501 students. Analysis using correlation and regression was performed on the data with SPSS version 22. The results revealed that there was no significant relationship between parent child attachment and students' indiscipline ($p = 0.078$, >0.050 , $r = 0.691$) but there was a significant relationship between cell phone use and students' indiscipline. Furthermore, cell phone usage significantly contributes to parent-child attachment, accounting for 61.7% of the variance. The relationship between cell phone usage and students' indiscipline was examined further using the Sobel test to see if parent-child attachment significantly mediated it. The findings demonstrated that the relationship between students' indiscipline and cell phone use is significantly mediated by parent-child attachment ($Z = 3.86$, $p < .001$).

In conclusion, technology impacts on student behavior and parent – child attachment. Therefore, the study recommends implementation of strategies geared toward healthy parent – child attachment and responsible usage of cellphones to avert or minimize acts of indiscipline.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

In the world today discipline has been a growing area of interest and major factor affecting the field of education. Numerous efforts have been put by the ministry of education by making policies, these policies include rules and regulations that should be followed by student and for an academic calendar since to run effectively in schools there must be discipline among student (Bundi,2020).

This introduction therefore offers the foundational perspective through the study background, conceptual, theoretical and contextual backgrounds, indicating the problem's magnitude, study guiding objectives, hypothetical constructs, study justifying statement, study implications, the scope as well as the conceptual framework.

1.1 Background of the study

This section unpacks the historical trends, theoretical debates alluding to the discussions, conceptualizing constructs that provide measurements as well as contextualization of the problem. The theoretical debate described the philosophy which guided the study, while the historical perspective examined the earlier overview of the study variables. The contextual perspective looked at information on the ground while the conceptual perspective explained the study's essential variables.

1.1.1 Historical background

Discipline in educational institutions has been a fundamental aspect since the earliest recorded civilizations (Harris, 1989) In Ancient Rome, schools emphasized basic etiquette, and by the mid-fourth century BC, discipline among young Roman children was already a common practice. To address indiscipline, including gender-based bullying and sexual abuse, children of both genders received training, albeit less rigorously than before (Harris, 1989)

By the early 20th century, educational institutions had established rules and regulations that upheld professional standards in subjects such as mathematics, geography, grammar, history, reading, spelling, and writing. These developments were significantly influenced by educational reforms led by figures like Horace Mann, who advocated for structured and disciplined learning environments.

The first school in Uganda to enforce discipline was "Kayanja," a basic combined school built in Mengo in 1895. It began as an improvised home school led by Miss Chadwick, a missionary who taught reading and writing. Most of her students were young domestic servants working for preachers who attended afternoon devotion at her home. Over time, Chadwick's efforts caught the attention of local chiefs, who were impressed by the excellent discipline of her students and began sending their own children to her for training (Paul, 1941)

By the mid-1990s, Uganda had over 2,500 schools, including both privately owned and government-aided institutions, reflecting a significant rise in enrollment (Muyinda, 2010). During the same decade, Celtel (now Airtel) launched the first mobile network services in Uganda in 1995, introducing cellphones to the country (Muyinda et al., 2010). Initially, cellphones were expensive and had limited coverage, making them accessible only to the wealthy. However, the adoption of mobile phones rapidly increased with the entry of new operators and technological advancements (Madinah, 2020).

The use of cellphones among university students in Uganda has grown rapidly, mirroring global trends. This surge in mobile technology usage has coincided with changes in family structures, societal values, and educational environments. (Kakooza, 2018)notes that Uganda has experienced swift urbanization, modernization, and the embrace of new technologies, particularly among younger generations.

Cellphone use has been a part of life at Kyambogo University, one of the largest public universities in Uganda, since the early 2000s. Initially, only a few could afford cellphones due to their high prices and limited network coverage (Madinah, 2020). However, as new operators entered the market and technology advanced, the number of cellphone users grew rapidly (Muyinda et al., 2010). According to a 2020 study, 98% of students reported owning a cellphone and using it regularly (Kakooza, 2020). This widespread adoption has raised concerns about the effects of excessive cellphone use on students' indiscipline and parent-child attachment (Musau et al., 2017)

1.1.2 Contextual background

Students use cell phones for learning, as most of them own personal devices. According to (Muyinda et al., 2010), over 90% of students at Makerere University own mobile phones and utilize at least one cellphone service. Students either use their phones as data modems to create a wireless connection for their personal computers or browse directly on their devices. Muyinda continues, "There is a tendency for cell phone users in universities to be on 'free' connectivity much of the time, and notably on non-academic matters, which negatively affects their lifestyle and so therefore indiscipline."

Studies show that 57% of students use their cell phones in class to multitask, a habit that may be worsened by general phone addiction (I. Lee & Lee, 2015). Learners who get distracted in class often spend their time messaging or browsing Facebook which has a negative impact on their semester grade point average (Junco, 2012). Although some learners recognize that combining learning with cell phone activity decreases their capacity to comprehend and concentrate on class lectures, they continue to do so (Lee & Lee, 2015). Learners who multitask on their mobile phones communicate regularly with others and may assume that their

multitasking practices are unaffected, which can lead to interruptive behavior in class, which is indiscipline.

(Muchemwa & Alice, 2017) reported instances of indiscipline at Zimbabwe's Solusi University. The study's participants included both lecturers and students. Interviews and documentary analysis were employed to collect data. The data showed that alcohol-based incidents were the commonest, with forgeries being the least common. The reasons for these indiscipline activities were insufficient food distributed by the institution, lack of a beer drinking place near campus, and moral principles promoted by the university to the students. The research advocated parent-university partnership to handle learners' behaviour (Muchemwa & Alice, 2017).

Staff and student dissatisfaction in Ugandan institutions was explored by (Mubanda Muyiggwa et al., 2020). Their attention was drawn to the causes, structure, and consequences of staff and student dissent. Top administrators from students and staff were included in the sample. Documents were reviewed and interviews processed to collect data. According to the report, strikes are no longer peaceful but disruptive in nature. Strikes are a result of inadequacies, intrigue, outsider meddling, and a breakdown of governance systems within universities. They advocated that institutions promote human connections in order to improve institutional coherence and reduce negative external influence.

1.1.3 Theoretical background

Grounded in the Social Learning Theory learning occurs most effectively in group environments through observation, imitation, and modeling. According to Bandura's study, learning doesn't always happen as a consequence of direct experiences, rather by exploiting the efficiency of imitation and observation (Tadayon Nabavi & Sadegh Bijandi, 2010)

The social cognitive principle has frequently been used to explain the impact of media and parent-child attachment on people's behavior and participation in activities such as aggressiveness, life styles, and alcohol attitudes, among others. It also emphasizes the significance of cognitive activity of media viewers when consuming messages (Tadayon Nabavi & Sadegh Bijandi, 2010.)

Social Learning Theory is particularly relevant to the study of cell phone usage influence since the description and portrayal of social life is a recurring occurrence in cell phone usage contents." Cell phone applications are the most popular (and prevalent) instances of social learning situations. For example, seeing a particular video, such as a fashion presentation, motivates us to imitate that particular style, which will further win the admiration and fascination of the viewers. Users may emulate the program's behavior and accomplish the same thing, depending on the component procedures undertaken (such as attention or motivation).

Tadayon Nabavi & Sadegh Bijandi, 2010 further states that Social Learning Theory asserts that, people have a tendency of building notions about how behaviours like students' indiscipline are exercised by seeing others. This information which can be obtained from media like cell phone usage or from attachments with other people like parents is then written down, memorized, and used as a guideline for action, either soon just after sighting or afterwards.

1.1.4 Conceptual background

Conceptually, this study was based on three variables namely; cell phone usage; parent child attachment and students' indiscipline. Cell phone usage was the independent variable, the mediating variable was parent child attachment, while the dependent variable was students' indiscipline.

Waithaka, 2017 defines indiscipline as a lack of control over a group of people's behavior, which includes truancy, absence, violent strikes, and destruction of school property. In this study, discipline will be characterized as truancy, absenteeism, strikes, and property destruction. In this study students' indiscipline is measured by students' engagement in strikes, destruction of property, truancy and class absenteeism. Various authors discuss the topic of strikes in different ways. A strike, according to (Rukundo et al., 2017) is the intentional employment of violent, malicious, and coercive measures. These techniques are designed to address dissatisfaction, primarily by the use of physical force, which results in the destruction of property and life by a number of individuals. The planned coordination of student strikes in groups is a malicious act designed to compel the school administration to surrender to their demands.

According to (Awor, 2016) the most prevalent reasons of destroying property in educational institutions include the number of meals, a lack of teaching personnel, the quality of delivered content, and the structure of school administration, among other things. Absenteeism is described as the tendency to miss school or work without justification. Absenteeism is the behavior or habit of being away from the learning environment. Students who are unable to attend school, collage, or university classes are referred to as absent (Hussain et al., 2019). Truancy is defined as a pupil failing to attend school when he or she is expected to do so (Hussain et al., 2019).

Cell phone usage is defined by (Afzali & Morrison, 2018) as the use of mobile phones to text, receive, and make calls. (Almu & Buhari, 2014) describe mobile phone usage as the act of utilizing a cell phone to communicate information, images, and videos. Cell phone usage was characterized in this study as sharing information, images, and videos.

Parent-child attachment is defined as behavior that is reinforced between a parent and kid from birth onwards. This is a concept that has a significant impact on a child's interactions with others throughout their career (Kamza, 2019). In this study parent child attachment was measured using secure attachment, anxious attachment, avoidant attachment. Secure attachment among family members, support from parents and parental disciplining style that is regular and effective are all adversely connected to a learner's aberrant behaviors and relationships with deviant peers. Avoidant family attachments are typically correlated with high levels of indiscipline; this could be because parents in families functioning as unsatisfactory role models and participating in unproductive discipline strategies. Anxious attachment is clearly connected to mediocrity, poor academic achievement, and erratic levels of discipline (Lucktong et al., 2018).

1.2 Problem Statement

University learners are expected to be well-behaved however, universities in Uganda have been plagued with occurrences of indiscipline, as proven by recurring strikes, property destruction, theft, use of foul language, disrespect to staff, disruptive classroom behaviors, and class absenteeism (Hassan, 2020). Indiscipline has a substantial influence on the quality of learning and instruction quality, resulting in uncovered school curricula, poor academic outcomes, dropouts, and waste of resources invested in education by stakeholders such as parents and the government (Mubanda Muyiggwa et al., 2020).

(Awor, 2016) notes that indiscipline has evolved into new forms, such as violence, drug dealing and use, theft, and disregard for school rules and regulations. This has led to widespread physical punishment, student expulsions, suspensions, and criminal damage in schools-issues that extend beyond higher education institutions. This has drawn the attention of scholars and

education stakeholders over the impact of media usage on indiscipline, which is why the researcher wanted to study the effect of cell phone usage on students' indiscipline in universities.

(Boumosleh & Jaalouk, 2017) found that 94% of students expressed a desire to use their cellphones during class for non-academic purposes. The use of gadgets like cellphones diverts students' attention away from their academic work, leading to a shift in focus that negatively impacts their performance. This context switch results in a decline in the quality of students' work and an increase in the time needed to complete academic tasks

Despite the fact that Kyambogo University has qualified lecturers who are fully paid by the government, as well as facilities such as lecture halls, libraries, laboratories, workshops, top management, and a functional university council, the university has experienced a lot of student indiscipline over the years, as evidenced by strikes, property destruction, absenteeism, and trauncy. The university had experienced approximately seventeen strikes by October 2015. This resulted in semester extensions, which disrupted the academic program, administration conflict, destruction of university property, significant financial loss on the parents, the University's poor reputation, underperformance, absenteeism, lateness, sabotage, rampant gossip, and rumors, among other things (Otyola et al., 2017)

This has coincided with a technological era in which the use of cellphones is heavily emphasized during the teaching-learning process to enable students to maximize learning benefits by searching for new information, asking teachers questions, making effective revisions, and publishing their knowledge (Yahaya & Ayodeji, 2020.) Similarly, rising levels of undergraduate indiscipline are obvious at a time when parent-child attachment is hampered by relationship conflict, work-life balance, and thus it is essential to investigate the relationship between cell phone usage, parent-child attachment, and students' indiscipline.

1.3 Purpose of the study

The purpose of this study was to explore the correlation between cell phone usage, parent-child attachment, and student indiscipline among undergraduate students at Kyambogo University.

1.4 Objectives of the study

1. To assess the relationship between cell phone usage and students' indiscipline.
2. To examine the relationship between cell phone usage and parent child attachment.
3. To assess the relationship between parent child attachment and students' indiscipline.
4. To assess the combined effect of cellphone usage and parent-child attachment on students' indiscipline

1.5 Hypothesis

1. There is a significant relationship between cell phone usage and students' indiscipline.
2. There is a significant relationship cell phone usage and parent child attachment.
3. There is a significant relationship between parent child attachment and students' indiscipline.
4. Parent child attachment mediates significantly the relationship between cell phone usage and students' indiscipline.

1.6 Significance of the study

Counselling psychologists working with young adults, with help of this study, will boost their knowledge on handling clients with issues particularly rising from increased cell phone usage and its effects to interpersonal relationships more especially between parents and their children.

Policy makers particularly Ministry of Education and Sports and also National Council for Higher Education will consider findings in this research study to modify regulations that govern cell phone usage in institutions of higher learning.

For the researcher, the insights gained will enhance the researcher's ability to handle and support university students more effectively, particularly in addressing their unique psychological, academic, and social challenges. This enriched knowledge base will not only bolster the researcher's practical counseling skills but also contribute to the development of evidence-based interventions, thereby positioning the researcher as a key resource in student support services within the university setting.

Academically, the existing body of knowledge on students' indiscipline among university students will be reinforced by the results among Ugandan universities, generally and Kyambogo University specifically.

1.7 Scope of the study

1.7.1 Content scope

The study focused on assessing the relationships between cellphone usage, parent-child attachment, and students' indiscipline. Specifically, it evaluated how cellphone usage is related to students' indiscipline, the connection between cellphone usage and parent-child attachment, relationship between parent-child attachment and students' indiscipline, as well as, the combined effect of cellphone usage and parent-child attachment on students' indiscipline.

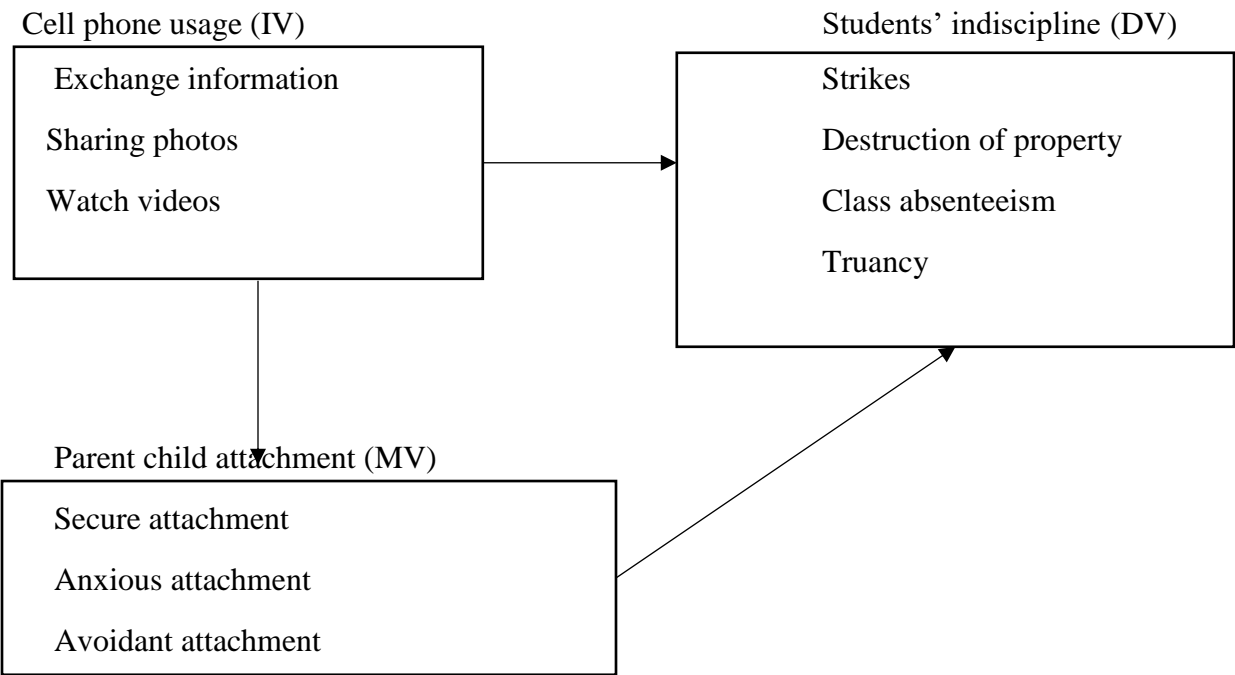
1.7.2 Geographical scope

The research was carried out on Kyambogo University undergraduate students. This is because Kyambogo University is located in an urban setting and in a study carried out by (Sapienza et al., 2023) shows that cell phone usage is heavier in urban settlements than it is in rural settlements.

1.7.3 Time scope

The survey took place between December 2021 and June 2022. This is because at this time students were at the university for studies hence were accessible for the study.

Figure 1 Conceptual framework



Source: Deduced from reviewed literature

According to Figure 1, irresponsible cell phone usage, which is seen as exchanging unhealthy information, sharing unproductive images, and watching unhealthy photos, affects students' indiscipline in terms of strike participation, property destruction, class absenteeism, and truancy. However, the type of the relationship between irresponsible cell phone usage and student indiscipline might be altered by parent-child attachment in terms of secure, anxious, and avoidant.

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction

This chapter dealt with both theoretical and empirical analysis of the publications by identifying the relevant body of knowledge. The review identified existing debates and the existing knowledge gaps. The researcher also looked at past studies in the area, the methodologies and tools used, and a critical review of them.

2.1 Theoretical review

Theoretically, the perspective on which the current study derived explanatory concepts and assumptions were anchored is provided for in this chapter. The study anchored on the conceptualization and assumptions of Social learning theory (SLT) which assumes that learning occurs through social observation and subsequent imitation of patterned behavior. People learn by observing the behaviors and outcomes of others, according to SLT. Individuals can learn to duplicate observed behavior and therefore reap the benefits, or they can learn not to replicate a specific activity and thus avoid the negative consequences (Pajares & Valiante, 2002)

SLT believes that learning occurs best in social settings through observation, imitation, and modeling. Bandura's assumption is that learning does not typically occur as a result of firsthand experiences, but rather through the use of observation and imitation (Tadayon Nabavi & Sadegh Bijandi, 2010). People, according to Bandura, may build notions about how new activities are performed by seeing others. This information is then written down, memorized, and used as a guide for action, either soon after the observation or afterwards.

The four major components of observational learning or modeling, according to Tadayon Nabavi & Sadegh Bijandi, 2010 are as follows: in order for learning to occur during observation, individuals must pay attention to the modeled behavior. The features of both the observer and the model can determine how much attention is paid to the modeled behaviors. A drowsy, sick, or

otherwise distracted spectator, for example, will not be as attentive as one who is completely focused on the model.

According to Afzali & Morrison, 2018 "despite its general nature, Social Learning Theory is particularly pertinent to the study of media influence since the description and portrayal of social life is a regular issue in media contents." Cell phone applications are the most popular (and prevalent) instances of social learning situations. For example, seeing a particular video, such as a fashion presentation, motivates us to imitate that particular style, which will further win the admiration and fascination of the viewers. Users may imitate the behavior exhibited in the program and adopt the same thing, depending on the component processes taken on (such as attention or motivation). Characters in cell phone media might serve as a model for others to follow.

According to the literature, viewers acquire attitudes that shape attachments, emotional responses, and new kinds of discipline through media, particularly videos and information exchanged via cell phones (Spfufkin et al.,1975).This concept of seen or modeled conduct, particularly as it relates to influencing persons' behavior, is important in this study since students establish relationships with their parents and discipline via modeling.

2.2 Empirical review

The empirical review will consider possible relationships between cell phone usage and students' indiscipline, cell phone usage and parent child attachment, parent child attachment and student indiscipline as well as the role parent child attachment plays in the link between cell phone usage and students' indiscipline.

2.2.1 Cell phone usage and students' indiscipline

(Ullah et al., 2014) conducted a study at the University of Agriculture in Peshawar, Pakistan, on the impact of electronic media, including mobile phones, on female students' indiscipline, where most of the participants, 105 (59.0%), stated that electronic media facilitates learners to manage learning issues. Aside from such positive impacts, the harmful impacts of electronic media dominate the positive; for example, 80.2% of participants replied that electronic media has a harmful effect on female learners' indiscipline. 120 participants (78.9%) stated that utilizing electronic media has a negative impact on academic performance.

Students utilize cell phones to learn because the majority of them own personal mobile phones. According to (Muyinda et al., 2010) over 90% of students at Makerere University own mobile phones and use at least one mobile phone service. Cell phones are either used as data modems to create a wireless access point connecting a personal computer to the internet, or students browse directly from the devices. Muyinda goes on to say that electronic media users in colleges tend to spend the majority of their time on 'free' connectivity, and especially on non-academic problems. The media, particularly cell phone use, has heavily promoted harmful or criminal actions among youth (Lau & Rowlinson, 2011)

According to a study conducted by (Musau et al., 2017) on the impact of students' exposure to cell phone usage in their homes on students' discipline, students who were highly exposed to cell phone usage had high indiscipline levels (14.3%) in comparison to 4.3 % of those who stated that the students were highly disciplined. This survey also found that the discipline of students who were somewhat exposed to cell phone usage was low, compared to 7.1% of those who said their students' discipline was strong. According to the study, students who were not exposed to cell phone usage were highly disciplined (Musau et al., 2017).

According to (Ahmad, 2020) in a study conducted among university students in Jamaica, university undergraduates are particularly intensive cell phone consumers, hence an impact on tertiary learning results. Cell phones are effective learning tools in many educational contexts, courtesy of advancements in instructional technology and course design. Examples include electronic learning, distant learning, internet and social media use, learner response systems in classes, and even game-based teaching. This, however, has had an impact on student behavior because many students use cell phones for non-educational purposes during class time.

Casey et al., 2019 states in research conducted among university students on smart phone usage that students are more prone to own and use cellphones instead of face-to-face conversation. This is most likely due to the simplicity with which a cell phone facilitates communication between any two individuals without requiring much effort to locate them in order to open up a conversation. Casey et al., 2019 continues by stating that it is critical to emphasize that unless university students are disciplined and effectively use their study time, there is a risk of spending too much time on their phones, which may lead to addiction.

According to Harerimana & Mtshali, 2021, the Rwandan state's intention to encourage students utilise cell phones in class has been met with skepticism by both parents and teachers, who are concerned that the move will result in significant levels of misbehavior and unsatisfactory academic performance among the students. According to Mamudu & Oyewo, 2015 , student cell phone use has sparked concerns regarding misconduct, test fraud, and cellular cyberbullying.

Based on the learners' dedication to using cell phones for texting, entertainment, and other non-educational uses, Jumoke et al., 2008 highlight the detrimental influence of cell devices on university learners in Nigeria. Improved academic achievement at schools where cell

phone use was forbidden in England, according to (Louis-Philippe and Richard, 2015), with a greater positive effect on students from economically disadvantaged backgrounds and low achievers.

Toth & Zavadilová, 2007 conducted a study on "Teen and Tween Cell Phone Calls Rise During the Summertime," employing 1,500 kids aged 10 to 17, and discovered that during the summer, a student spent three hours and forty-five minutes every day on average using their cell phones. One-third of the kids polled said they would sooner give up video games or even a trip to the post office than part with their cell phones. One-fifth of students said they would prefer give up their phones when watching television than their cell phones. The study reveals that students utilize cell phones as a tool for classroom education. Students like using their cell phones and are extremely motivated to use them for purposes other than conversing with pals. The majority of kids have their cell phones with them at all times.

Cell phone use by learners has become widespread within and outside of the lecture room (May & Elder, 2018). According to Hayashi & Blessington, 2018, learners message even when in class for three motives: disinterest, monitoring for emergencies, and communicating to handle work difficulties. Additionally, outside-of-class messaging seems to have an influence on the classroom environment (Hayashi & Blessington, 2018). Learners who message in class may have more persons they message on a constant schedule, they constantly message whenever learning or driving, and they become worried or irritated when they are unable to reach their mobile phones (Ahmad, 2020). Hence, the study shows that many university learners are persuaded to use mobile phones while in the classroom so as to remain socially aware and reduce anxiety stimulated by the worry that they'll miss an opportunity that is meaningful and relevant.

Lepp et al., 2015, conducted a study among a sample of US college students on the use of mobile phones and students' performance, reporting that excessive mobile phone usage was linked to diminished academic achievement, and it is recommended that learners and instructors be informed mindful of the possible educational dangers connected with frequent mobile phone use. Other educators, however, feel that it is unnecessary to continue fighting technology, and that schools should welcome the usage of phones in order to avoid further isolation from students. Instead, of prohibiting and punishing, they call for inclusion and collaboration to determine how best phones can be used.

2.2.2 Relationship between cell phone usage and parent child attachment

Parents, according to Subrahmanyam & Greenfield, 2008., must now compete with technology, notably telephones, which are becoming an increasingly significant component of their teenagers' lives. Teenagers, for instance, could be utilizing cell phones more regularly to connect with their classmates, perhaps increasing the distance between themselves and their parents. In this poll, 78% of respondents agreed that as the children's mates become more important, parents must address changes in their relationship with their teenagers; additionally, 65% said that parents should consider the impact that mobile phones make in their adolescents' life. All of data suggests that mobile phone use has played a key role in extending bond between parents and adolescents, resulting in unfavorable attachments.

According to (Qiao & Liu, 2020), in a study conducted in China, 68.1% of participants indicated that parent-child attachment impacts the both social benefits that parents give to children and the integration of a feeling of security, whereas deleterious poor parent-child attachment might indeed result to children seeking other avenues for the wanted assistance which could have been earned from their own parents, like cell phone internet usage.

As per Kildare & Middlemiss, 2017, 78% of Californian parents and their children rarely have physical conversations and instead message each other, even when they are only a small distance apart or live in the same house. Hence, cellular gadgets such as cell phones have grown ubiquitous, and their utilization in socializing and remote communication between parents and children is rapidly expanding.

Qiao & Liu, 2020 unearthed that parent-child attachment could impact both the support provided by parents to their children and the formation of a feeling of safety in a survey carried out in China, with critical poor parent-child attachment leading to children to pursue other routes for the intended assistance that they may have obtained from their parents, such as cell phone internet usage.

Secure attachment between parents and children is essential for psychological well-being throughout life and, if not fulfilled, leads to a need to fill the gap, which promotes to involvement in reckless use of cell phones (Lucktong et al., 2018). According to a study conducted among adolescents in Thailand, adolescents who have secure attachments with their parents are less likely to have cell phone usage addictions (Lucktong et al., 2018).

Qiao & Liu, 2020 shown that attachment between parents and children using smartphones could result in poor parent-child attachment and accelerate the use of cellphones addiction among adolescents. According to Subrahmanyam & Greenfield, 2008, parents must now compete with technology, particularly telephones, which is becoming an increasingly they are a significant aspect of their adolescent lives. As an example, youth may be using cell phones more frequently to communicate with their classmates, which may expand the distance between themselves and their parents.

Parents must handle changes in their interaction with their teenagers as their children's peers acquire a bigger priority; also, parents must consider for the impact that cell phones serve in their teenagers' life. With all of this, it is clear that cell phone usage has played a significant role in widening attachment between parents and adolescents, resulting in negative attachments (Subrahmanyam & Greenfield, 2008). Even though they are only a short distance away or in the same house, parents and children no longer have face-to-face discussions and instead text each other. For these reasons, mobile devices such as cell phones have become widespread, and their use in terms of sociability and remote attachment among parents and children is fast expanding (Xie et al., 2019).

Saadeh et al., 2021 conducted a study among Jordanian university students and discovered that cell phone usage had a strong impact on internet misuse. Mobile phones are widely used; they are owned by more than 60% of the worldwide population and 80% of Jordanian homes. As a result, there is a significant disconnect between parents and their children.

According to research conducted among university students in Jordan, 85% of respondents indicated an increase in smartphone usage when staying with their parents indoors, with approximately 42% spending more than six hours per day on their smartphones. Furthermore, due to restricted family resources, many students relied on their mobile phones to attend the university's mandatory online teaching. As a result, even when they were in the same room as their parents, many students did not feel firmly tied to them because they spent the most of their time on their cell phones (Saadeh et al., 2021).

Parent-child attachments, according to Primack et al., 2017, can influence both the social support that parents provide to their children and the creation of stable attachments. A lack of

parent-child attachment might lead to children seeking alternative sources of the desired attachment that they could have had from their parents, such as cell phones.

According to Bakioğlu, 2020 a weak parent-child bond can result in unmet psychological needs of children, leading to them turning to cellphones for consolation, which can lead to smartphone addiction. Children under social control are more likely to accept parental supervision and limits, lowering the chance of problematic smartphone usage (Lepp, Li, et al., 2015). Many studies have found a link between poor parent-child connection and problematic cellphone usage (Seo et al., 2016)

2.2.3 Relationship between parent child attachment and students' indiscipline

Secure parent-child connection appears to be associated with low levels of indiscipline among teenagers and positive academic outcomes. School expulsion, disruptive behaviors, as well as violent crimes, for instance, have all been linked to the level of the parent-child attachment. This was demonstrated in a longitudinal research study conducted in an all-White high school, where 72% of the sample suggests that avoidant attachments are associated with higher levels of indiscipline among adolescents, whereas secure attachments are associated with "socially approved, normatively expected" church participation and academic performance are examples of such habits (Hair et al., 2008)

In a study conducted among Malaysian high school students by Foen Ng et al., 2013 67% agreed that secure attachment among family members, parental involvement and a constant and productive parental supervision style result in fewer pupils' delinquent habits and relationships with delinquent friends, whereas avoidant family relations result in more deviant behaviors and associations with deviant peers. are usually associated with high levels of indiscipline, which could be due to parents in families posing as poor role models.

According to Strasburger & Hogan, 2013, 68% of respondents in a Mexican research study believed that students who have uneasy and avoidant attachments with their parents exhibit traits of abusive people. For example, such adolescents may end up assaulting their classmates without feeling regret, and they regularly engage in delinquent and illegal behavior in order to gain the fulfillment that their parents cannot provide.

According to Lucktong et al., 2018 in a study of parental attachment among early adolescents in Thailand, attachment to parents was positively associated with self-esteem, which enables positive behavior, and greater levels of parental attachment were connected with less total psychological difficulties, behavioral obstacles, and conceptualizing issues.

Zhang carried out a study amongst Chinese children in 2020 and found that children who are accepted and appreciated by their parents surpass their classmates intellectually, but those who are abandoned by their parents perform less than their peers in academics and have greater drop - out rates. Moreover, left-behind children in international adoptions have greater emotional needs than typical children, and the most of left-behind children wish to participate in problem behaviors to fulfill those requirements (Zhang et al., 2020).

In a study conducted by Mo et al., 2021 among preparatory and secondary school students in Egypt, most of the learners reported that use of technology greatly decreased the durations spent in company of their parents, which has seriously impacted their parent-child attachment and created a gap for warmth, love, and support from their parents, resulting in indiscipline behaviors to fill the gap.

Kildare & Middlemiss, 2017 revealed that when parents utilise their cellular devices, they happen to be inattentive to their children. If parents are preoccupied with their own smartphones, they may have fewer resources to control their children's smartphone use. Second, because

parents do not "practice what they preach," youngsters may mistrust parental smartphone policies. This causes a lack of control. When parents lose control, their children may become disobedient.

Yao-Cheng, Tian-Ai, and Jin-Chuan carried out a survey on the impact of parent-child relationships on discipline among high school students in Taiwan in 2021 and discovered that negative parent-child attachments are strongly associated with indiscipline, and that if family attachments are unsatisfactory, learners are more in position to participate in deviant behavior (Cheng et al., 2021).

Xie et al., 2019 conducted a study in Vietnam and discovered that fathers in Vietnam have absolute control over how they discipline their offspring and how to persuade them to behave properly and be more loyal. which affects the parent child attachment, and thus students with close parent child attachments are more disciplined at school than those with distant parent child attachments.

Researchers discovered that children with avoidant parent child attachments were more prone to engage in risky actions such as smoking, video game playing, and skipping school, as well as undesirable actions such as truancy, as compared to those with secure parent child attachments (Zhang et al., 2020). According to Mo et al., 2021, the prevalence of avoidant attachment style accounts for aggressive behaviors in toddlerhood, childhood, and adolescence across genders. This underlines the importance of parent-child attachment in one's behavior at all stages of life.

2.2.5 Impact of cellphone usage and parent child attachment on students' indiscipline.

Sambo, 2019 carried out a survey among female learners in Nigeria and unearthed that 67% of parents are no longer concerned with their children's morals because they have not

enough time to take on their parental responsibility of disciplining and guiding them, and thus over 70% of parents compensate their children for a lack of close parent child attachment by providing them with funds or tangible objects. Furthermore, one of the educators at the school stated, "...but they forget that their child needs their love, attention, care, and company, not money or precious things."

Toperesu et al., 2018 carried out a research project on indiscipline among secondary school learners in Mauritius, and the result indicated that 78% of Mauritius families had distant parent child attachment because parents are too busy working for the family's welfare to devote time to parenting. This provides learners a lot of latitude to engage in cell phone use and school indiscipline.

Watson & Bogotch, 2016 conducted a survey in New York in which 72% of respondents believed that parents who have poor attachments to their children had no time to assist their learner's academic and discipline at school. (Liao et al., 2021) acknowledges this by stating that a learner at a particular school confirmed that: "When the superintendent contacts the parents of the learner who has misbehaved, they do not appear." Resulting in, the student exploiting the parents' disinterest to the performance in school and openly disobeys."

Mutemeri & Gudyanga, 2008 in a study on discipline discovered that learning institutions in Zimbabwe have "unwilling learners" that are no longer motivated in their studying. The study discovered that over 70% of students avoid classes for the following reasons: they are clueless of the worth of education, their interest to the opposite sex is much more intriguing to them while schooling, children do not do the assignments, and often dislike the appearance or attitude of the class instructor. These students are usually involved in illegal cell phone usage, drug dealing, and other activities due to little or no supervision by parents as a result of avoidant parent child.

Konok et al., 2020 conducted a study among youngsters in Hungary and discovered that those with bad links to their parents used cell phones the most, while those with nice attachments used them the least. Stricter parental limits about cell phone use were also found to be positively connected with children's behavior. According to Cheng et al., 2021 it is clear that teenagers and young adults are heavier users of cell phones, which leads to addiction due to the significant amount of time that they spend on cell phones, and has thus translated into negative parent-child attachments, leading to serious behavioral issues among Taiwan's young people.

Cell phone usage among youth is ubiquitous, and reactions resulting from brain activation by particular stimuli are common. Cell phone usage, in particular, breeds addictive behavior, which has a significant impact on adolescents, resulting in a variety of problematic behaviors such as suicide, sleep disorder, anxiety, depression, unhappiness, and low self-esteem. It also degrades academic performance and leads to poor attachments between children and parents (Cheng et al., 2021).

Mamudu & Oyewo, 2015 conducted a study among female students in Nigeria and discovered that due to distant parent child attachments, parents are no longer concerned with their children's morals because they do not have enough time to assume their parental role to discipline and guide them, so many parents compensate their children for a lack of close parent child attachment by giving them money or material things like cell phones. Furthermore, one of the schools' educators noted, "...but they forget that their child needs their love, attention, care, and company, not money or precious stuff."

Kamza, 2019 discovered that parent-child attachment was one of the best predictors of adolescent loneliness, as well as adverse cell phone usage and indiscipline; specifically, a poorer

parent-child attachment fosters a greater level of loneliness in young people, which leads to young people opting for heavy cell phone usage, as well as indiscipline in schools.

Mutemeri & Gudyanga, 2008 argue in their study on secondary school discipline in Zimbabwe that secondary schools today have "unwilling pupils" who are no longer motivated in their studying. The study discovered that students do not attend classes for the following reasons: they are unfamiliar with the value of education, their emotional connection to the opposite sex is more enticing to them at school, they are unable to complete their homework, and they are uncomfortable with the face or personality of the class instructor, such as unapproved cell phone usage, selling drugs, and so on.

2.3 Summary of literature and Research Gaps

The previous literature has expanded on the various ways in which cell phone usage is connected with student indiscipline, and the relationship between cell phone usage and parent child attachment, and also the relationship between parent child attachment and student indiscipline among students. Whereas review provides scholarly data in the above categories, distinction with regard to university students is not well documented, particularly in Uganda, also in consideration to the above literature not a lot is documented from Africa particularly east Africa leaving a gap that demands this research. Furthermore, most of the studies conducted were qualitative in nature hence need for literature from a quantitative perspective.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

Pajares & Valiante, 2002 defines research methodology as the methodical, theoretical evaluation of methods used in a certain field of inquiry. Methodological chapter discusses the study design; the approach that was used; the study population; sample size and sampling techniques; methods of data collection and tools of data collection. The data analysis and presentation methods; data quality management; research procedure as well as limitations of the study are also discussed.

3.1 Research approach

The research approach adopted for this study was quantitative. This approach assumes that reality exists and can be manipulated numerically, allowing for precise and objective measurements (Lindner et al., 2001). Data was collected using instruments and analyzed through statistical procedures. This view point enabled the researcher to use methods and procedures that inductively sought for explanation, causation and relationship among cell phone usage, parent child attachment and students' indiscipline.

3.3 Research Design

According to Abu-Bader & Jones, 2021 research design refers to a plan, a roadmap, and an investigative technique devised to find answers to research questions. The study used a cross-sectional survey design using a quantitative methodology. To produce a systematic description that is as truthful and accurate as feasible, a cross-sectional survey methodology was used (Lindner et al., 2001). Duncan et al., 2020 stated that a cross-sectional survey allows the researcher to examine data from a population at a single point in time, in this study the researcher was enabled to use methods and procedures that inductively sought for explanation, causation and relationship among cell phone usage, parent child attachment and students' indiscipline.

3.4. Study Population and sampling

3.4.1. Target population

According to the KYU medical center records, 2021, the student population at Kyambogo University is 35,012 people, therefore this was the target population. The study aimed at undergraduate students from various schools and faculties.

3.4.2. Sample size and Sampling techniques

According to Koul, 1996, sampling is the process of selecting a suitable sample in order to determine the overall characteristics of a population. Using the Krejcie and Morgan (1970) as cited by C. Lee & Penyelidikan, 2015 sample size determination method, a total of 379 out of 35,012 undergraduate students were selected for this study. Further still, the researcher employed proportionate sampling technique, which refers to the method of selecting individuals in a specific population so that all individuals have an equal and independent probability of being included in the study.

In this study, students participated at faculty level, students from different faculties had equal chance of participating in the study. This was calculated following a formula of proportionate sampling that states that
$$\text{Sample size} = X \frac{\text{Stratum size}}{\text{Population size}}$$

The estimated sample was randomly sampled as seen in the table 1.

Table 1: Estimated sample

School/ faculty	Population	Estimated sample
Management and entrepreneurship	12017	130
Arts and social science	10117	110
Special needs	8580	93
Education	1488	16
Science	1251	13
Vocational studies	918	10
Engineering	641	07

3.5. Data Collection Methods and instruments

Information was collected through the survey method. Survey techniques allowed the gathering of data from a significant number of participants who were targeted individually (Cresswell, 2013).

3.5.1. Questionnaire

A structured- self-administered questionnaire was used to collect data. This questionnaire greatly ensured anonymity, and produced a large amount of information within a short time. Structured questions were used because according to Duncan et al., 2020 they enabled the researcher to gather specific data. The questionnaire gave time to respondents to reflect on answers to avoid hasty responses to increase on the level of correctness in collection of data.

3.6 Measurement of study variables

The questionnaire that measured the study aspects had four sections. Section A assessed the socio-demographic data of respondents namely: gender, marital status, year of study and age. Section B measured cell phone usage and the 16 items on a four-point likert scale along always, frequently, seldom, never with 1 being never and 4 being always questions included; get information on current events, look at funny sharing, watch videos based on Gupta, 2018. The items in Section C measured parent child attachment such as; my mother respects my feelings, I trust my mother and I tell my mother about my troubles and problems were measured on a four-point likert scale ranged from never true, not very often true, often true and always true with 1 being never true and 4 being always true adopted from the Inventory of Parent and Peer Attachment (IPPA) authored by Gay Armsden and Mark T. Greenberg. Section D measured students' indiscipline using 16 items for example, in this university I have engaged in: strikes, coming late for lectures, refusal to attend class these were measured using a four-point likert

scale ranging from 1 being never to 4 being very serious these were adapted from (Waithaka, 2017).

3.7 Quality Control of Instruments

A pre-test study was done to make sure that the data collection process and instruments were based on the study's purpose and objectives. This was done to guarantee the validity and dependability of the instruments as well as the ability of the participants to answer questions in accordance with the guidelines.

3.7.1 Validity of instruments

The instruments were adapted from other researchers and modified to the needs of the study before being distributed to supervisors and other students for critical screening. They were asked to provide feedback on the clarity of the items as well as the effectiveness of each instrument to collect the necessary data in order to satisfy the study's objectives. They also commented on the length of the surveys and the time required to answer the items, which Valkenburg et al., 2016 encourage. Various experts' and colleagues' views aided in making adjustments and refining the final study tools utilized in data gathering.

The formula was used to calculate the Content Validity Index (CVI). $CVI = \frac{\text{Sum of agreement on}}{\text{Total number of questions}}$

Results obtained were above 0.7 which is considered valid, cell phone usage has a CVI of .83, parent child attachment .97 and students' indiscipline .87

3.7.2 Reliability

The Cronbach Alpha reliability coefficient test was used to check that the questions were consistent. Cronbach's alpha is the most commonly used measure of internal consistency to assess reliability based on an acceptable value of equal or greater than. 70 (Hendrick & Hendrick, 1995)

If the items are highly connected, their internal consistency is high, and the alpha coefficient is equal to or greater than.

70, indicating that the instrument providing data for our investigation is relevant and reliable.

Table 2: Cronbach Alpha reliability coefficient test

Variable	Reliability statistics	
	Cronbach Alpha (α)	No. Items
Cell phone usage	.82	16
Parent child attachment	.94	52
Students' indiscipline	.87	16

Source: Pre-test data from the field (2021)

3.8 Data collection Procedure

Following permission for data collection from the directorate of postgraduate studies authorizing her to go to the field and gather data, the letter was given to the director of the hospital, who was then asked to give the researcher permission to gather data. A note outlining the overall goal of the study was included with each questionnaire. The researcher then met the interested prospective participants. In order to gain written consent, the consent form was delivered to participants before completing the questionnaires. The consent form assured them of being confidential and anonymous. The participants were met in lecture rooms and after signing the consent forms, with the help of trained data assistants they were given the instruments to complete.

3.9 Data management

After collecting the instruments, each questionnaire was first coded by being given an identity number. This enabled the researcher to make sense of the data gathered. The Statistical Package for Social Sciences was then utilized in analyzing data. Preliminary data assessment was to check for any potential violations of the fundamental presumptions underlying the use of univariate, bivariate, and multivariate approaches. Tests for linearity and normality were done. Tables and graphs were applied in illustrating the data so that logical and statistical inferences would be made from the information gathered.

3.10 Data analysis and presentation

Data was analyzed at the univariate, bivariate, and multivariate levels. Frequencies, Specific means, standard deviations, were utilized in providing univariate features of the data.

Hypotheses 1, 2, and 3 were tested using the Pearson correlation coefficient to determine the relationship between the variables, while hypothesis 4 was tested using sobel test to

determine mediation effect whereby if $z\text{-score} > 1.96$ and $p\text{ value} < 0.05$ then mediation (β) is significant, if $z\text{-score} < 1.96$ and $p\text{ value} > 0.05$ then mediation is non-significant.

3.11 Ethical considerations

Research ethics were followed and observed by the researcher as described below. First, respondents voluntarily participated in the research and they had the right to decline participation. Therefore, before distributing the study questionnaires to participants, the researcher sought consent, following clear understanding of the study purpose and after being assured of being confidential and anonymous. In addition, the researcher discussed the intended data collection period with participants before giving them questionnaires to complete.

Unauthorized disclosure of study findings sometimes damages the esteem and reputation of subjects. However, the researcher addressed this by restricting its accessibility to only authorized persons with need to know.

Furthermore, respondents were adequately informed about the way they were to be treated in the due course of the study, risk management and how they would benefit from the study. Respondents were allowed adequate time for reflecting on the information provided for minimization of coercion to participate in the study.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The outcomes of data analysis are discussed in this chapter. It starts with describing the characteristics of the 379 respondents in the study, which are given in a table with frequency and percent. Responses to cellphone usage questions, parent-child attachment, and indiscipline follow the respondent characteristics. The hypotheses were tested using SPSS software, and the results are presented in this chapter in tables.

4.1 Response rate

Based on the primary data, 349 out of the 379 questionnaires administered were fully completed, resulting in a response rate of 92%. This response rate is considered satisfactory and provides a solid foundation for the recommendations and observations made in the study. According to Duncan et al., 2020, a response rate of 50% is adequate for analysis and reporting, 60% is good, and 70% or more is considered exceptional

4.2 Socio-demographic characteristics of respondents.

The researcher collected demographic information of participants to capture any differences and similarities in views on issues that were being investigated. Four (4) variables that were perceived to be helpful in understanding the views of participants on the issues that were being investigated are presented in table 3.

Table 3
Socio-demographic characteristics of respondents.

Variable	Category	Frequency	Percentages
Gender	Male	170	49
	Female	179	51
Age	18-20	40	11
	21-24	227	66
	25 and above	82	23
Marital status	Single	309	89
	Married	40	11
Year of study	Year One	119	34
	Year Two	115	32
	Year Three	108	31

Source: Generated from primary data

As seen in table 3, 51% of respondents were female, while 49% were male. As a result, the study's findings effectively reflect the perspectives of both genders. 66% of respondents were between the ages of 21 and 24, 23% were between the ages of 25 and above, and 11% were between the ages of 18 and 20. As a result, learners of all ages were represented in the study. 89% of respondents were single, while 11% were married. This is due to the fact that the survey was done among undergraduate students, the majority of whom are still under the care of their parents. 34% were in year one, 32% in year two, 31% in year three, 2% in year four, and 1% in year five. This is because most university courses last three years and only a handful go beyond that.

4.3 Level of cell phone usage, parent child attachment and students' indiscipline

Descriptive statistics were used to investigate the level of cell phone usage, parent-child attachment, and student indiscipline. Scores on each variable were calculated by adding the numbers representing replies on each of the variables. This action converted variable measurement to an ordinal scale, allowing descriptive statistics to be calculated, as recommended

by (Lindner et al., 2001). All factors were measured on a 4-point Likert scale, allowing scores to be calculated for each variable.

4.3.1 Cell phone usage

In this study, cell phone usage was conceptualized as using hand held electronic device for exchanging information, sharing photos and watching videos.

Table 4:

Mean response and Standard deviation on Cell phone usage

Aspect	Mean Response	SD	Rating
I use cell phone to get information on current events	3.77	1.10	Agree
I use cell phone to keep in contact with my relatives	3.66	.90	Agree
I use cell phone to seek help from lecturers	3.23	1.01	Disagree
I use cell phone to get jobs` related information	2.92	1.06	Disagree
I use cell phone to do research work	3.67	1.15	Agree
I use cell phone to attend online academic group discussions	3.76	1.10	Agree
I use cell phone to look at funny sharing	3.74	1.04	Agree
I use cell phone to take photos	3.65	1.09	Agree
I use cell phone to filter photos	3.57	1.26	Agree
I use cell phone to share pictures	3.73	1.14	Agree
I use cell phones to post interesting memes	3.26	1.01	Disagree
I use cell phone to exchange academic video clips	3.41	1.02	Disagree
I use cell phone to post live videos on different topics	3.53	1.16	Agree
I use cell phone to watch movies	3.73	1.15	Agree
I use cell phone to share music videos	3.56	1.22	Agree

I use cell phone to attend social gatherings online	3.58	1.21	Agree
Overall Score	3.57	1.23	Agree

Source: Generated from primary data

In table 4, results indicate that generally participants agreed ($M=3.57$, $SD=1.23$) to cell phone usage. For example, they agreed to using cell phones to get information on current events ($M=3.77$, $SD=1.10$), using cell phones to keep in contact with relatives ($M=3.66$, $SD=.90$), using cell phone to do research work ($M=3.67$, $SD=1.15$), using cell phone to attend online academic group discussions ($M=3.76$, $SD=1.15$) and using cell phones to look at funny sharing ($M=3.74$, $SD=1.04$). They also agreed that they use cell phone to take photos ($M=3.65$, $SD=1.09$), they use cell phones to filter photos ($M=3.57$, $SD=1.26$), they use cell phones to share pictures ($M=3.73$, $SD=1.14$), they use cell phones to post live videos on different topics ($M=3.53$, $SD=1.16$) and use cell phones to attend social gatherings online ($M=3.58$, $SD=1.21$).

However, they disagreed to using cell phones to seek help from lecturers ($M=3.23$, $SD=1.01$), using cell phones to get jobs` related information ($M=2.92$, $SD=1.06$), posting interesting memes ($M=3.26$, $SD=1.01$) and participants also disagreed using cell phone to exchange academic video clips ($M =3.41$, $SD=1.02$).

4.3.2 Parent child attachment

Parent child attachment, the mediating variable was measured as the extent to which the participant feels secure, anxious and avoidant with the parent figure in their life. The findings are summarized in the table 5.

Table 5:

Mean response and Standard deviation on Parent child attachment

Aspect	Mean response	SD	Rating
My parent respects my feeling	2.86	1.33	Disagree
I feel my parent does a good job as a parent	3.51	1.25	Agree
My parent accepts me as I am	2.96	1.39	Disagree
I like to get my parents` point of view on things	3.59	1.10	Agree
I`m concerned about			
My parent trusts my judgement	2.94	1.28	Disagree
My parent can tell when I`m upset about something	3.75	1.16	Agree
My parent helps me to talk about my difficulties	1.75	1.10	Disagree
My parent helps me to understand myself better	2.44	1.56	Disagree
My parent understands me	2.53	1.69	Disagree
I tell my parent about my problems and troubles	2.59	1.63	Disagree
When we discuss things my parent cares about my point of view	3.59	.90	Agree
When I`m angry about something my parent tries to be understanding	2.69	1.29	Disagree
I trust my parent	2.00	1.32	Disagree
I feel it is of no use letting my feelings show around my parent	3.22	1.25	Disagree
My parents have their own problems so I don`t bother them with mine	2.59	.94	Disagree
My parent expects too much from me	2.58	1.3	Disagree
I get upset a lot more than my parent know about	3.53	1.10	Agree
My parent doesn`t understand what I`m going through these days	3.62	.92	Agree
I don`t get much attention from my parent	3.58	1.11	Agree
Talking over my problems with my parent	2.01	1.04	Disagree

makes me feel ashamed or foolish			
I get upset easily around my parent	2.11	1.03	Disagree
I feel angry with my parent	2.34	1.08	Disagree
I can't trust my parent	3.53	1.15	Agree
I can't count on my parent when I need to get something off my chest	3.67	1.23	Agree
If my parent knows something is bothering me, she doesn't ask me about it	3.13	1.15	Agree
Overall score	2.01	1.04	Disagree

Source: Generated from primary data

In table 5, findings reveal that generally the participants disagreed to having a secure parent child attachment ($M = 2.01$, $SD = 1.04$). For example, they disagreed to their parents respecting their feelings ($M = 2.86$, $SD = 1.33$) accepting them as they are ($M = 2.96$, $SD = 1.39$), trusting their judgement ($M = 1.75$, $SD = 1.10$), helping then to talk about difficulties ($M = 2.44$, $SD = 1.56$).

4.3.3 Students' indiscipline

Students' indiscipline, was measured as the engagement in strikes, destruction of property, class absenteeism and trauncy. The findings are summarized in the table 6.

Mean response and Standard Deviation on Students indiscipline.

Aspect	Mean response	SD	Rating
In this University I have engaged in strikes	4.02	.54	Agree
In this University I have engaged in riots	3.78	.86	Agree
In this University I have engaged in unpeaceful demonstrations	3.96	.65	Agree
In this University I have engaged in unlawful assembly	4.01	.84	Agree
In this University I have engaged in vandalism of institution property	3.75	.85	Agree

In this University I have engaged in burning of institution property	3.9	0.75	Agree
In this University I have engaged in breaking of institution property deliberately	4.01	.53	Agree
In this University I have engaged in inappropriate use of institution property	3.87	.92	Agree
In this University I have engaged in coming late for lectures	3.99	.67	Agree
In this University I have engaged in not attending lectures	4.57	.82	Agree
In this University I have engaged in dodging coursework	3.75	.85	Agree
In this University I have engaged in dodging tests and examinations	2.56	1.33	Disagree
In this University I have engaged in refusal to attend class	4.02	.54	Agree
In this University I have engaged in refusal to go to school	3.77	.67	Agree
In this University I have engaged in refusal to attend examinations	1.75	1.11	Disagree
In this University I have engaged in refusal to engage in any school activity	4.01	.84	Agree
Overall score	5.96	1.75	Agree

Source: Generated from primary data

Related to students' indiscipline, the results in table 6 show that participants agreed ($M = 5.96$, $SD = 1.75$), to engagement in students' indiscipline acts. They agreed to engaging in strikes ($M = 4.02$, $SD = .54$), engaging in riots ($M = 3.78$, $SD = .86$), engaging in unpeaceful demonstrations ($M = 3.96$, $SD = .65$). They also agreed to engagement in unlawful assembly ($M = 4.01$, $SD = .84$), destruction of property ($M = 4.01$, $SD = .53$) and dodging coursework ($M = 3.75$, $SD = .85$).

However, they disagreed to some behaviour like dodging tests and examinations ($M=2.56$, $SD=1.33$) and engaging in refusal to attend examinations ($M=1.75$, $SD=1.11$).

4.4 Correlation analysis

The study undertook a correlation analysis in order to establish the relationship between the variables so as to address the objectives of the study. The relationship among the study variables was first explored using Pearson correlation coefficients to rule out the possibility of multicollinearity between the independent variables before running a multiple regression analysis. The findings are shown in the correlation matrix in table 7.

Table 7: Correlation Matrix of the Study Variables

Variables	1	2	3
1-Cell phone usage	1		
2-Parent child attachment	.501*	1	
3-Students' indiscipline	.531*	.341**	1

Source: Generated from primary data

Table 7 demonstrates a moderately positive and statistically significant relationship between cell phone usage and student indiscipline ($r = 0.531$, $p 0.001$). This suggests that an increase in cell phone usage is associated to an increase in students' indiscipline, i.e., a unit change in cell phone usage results in a 0.531 change in student indiscipline. A favorable and statistically significant relationship between cell phone usage and parent-child attachment ($r = 0.501$, $p 0.001$). A unit change in student cellphone usage resulted in a .501 change in parent-child attachment.

There is no significant link between parent-child attachment and student indiscipline ($r = 0.341$, $p = 0.0780$). This means that a shift in parent-child attachment is unrelated to a shift in students'

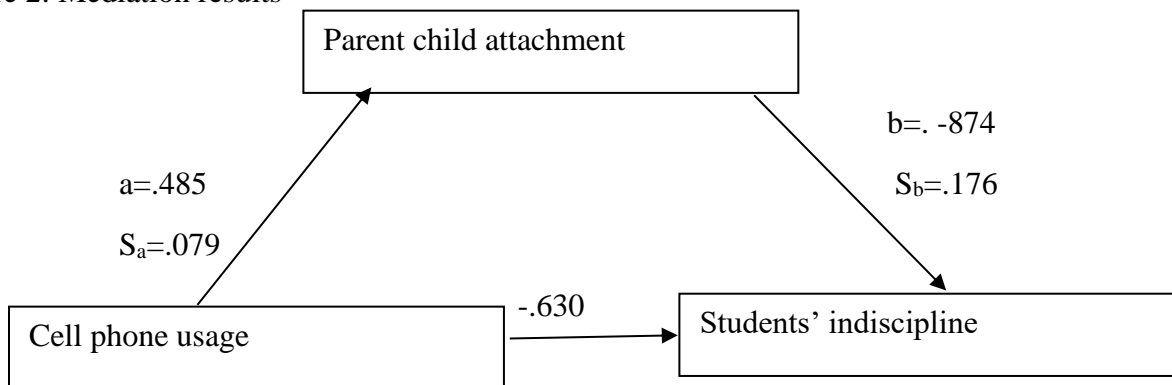
indiscipline. Inferring that a shift in parent-child attachment has no effect on students' indiscipline.

4.7 Mediating effect of parent child attachment on cell phone usage and students' indiscipline.

Sobel test was employed to investigate whether the relationship between cell phone usage and parent-child attachment was mediated by students' lack of discipline. Firstly, the findings indicate that students' indiscipline is statistically significantly predicted by cell phone usage ($b = -.63$, $\beta = -.28$, $t = -3.47$, $p < .01$). Subsequently, cell phone usage was no longer a significant predictor of students' indiscipline when the mediator, parent-child attachment, was included in the regression analysis ($b = -.31$, $\beta = -.13$, $t = -1.62$, $p > .05$). On the other hand, the mediator, parent child attachment, emerged as a significant predictor of students' indiscipline ($b = -.87$, $\beta = -.41$, $t = -4.96$, $p < .001$; 95% CI¹ = “-1.22” to “-.53”).

The relationship between cell phone usage and students' indiscipline was examined further using the Sobel test to see if parent-child attachment significantly mediated it. The findings demonstrated that the relationship between students' indiscipline and cell phone use is significantly mediated by parent-child attachment ($Z = 3.86$, $p < .001$).

Figure 2: Mediation results



CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The explanation of the research findings is offered in this chapter. The debate is structured around the study's objectives. The discussion of the first objective's findings is offered in the section that immediately follows.

5.1 Discussion of findings

The findings are presented in relation to the study's objectives and more information is provided below.

5.1.1 Discussion of findings in relation to the assessment of the relationship between cell phone usage and students' indiscipline.

The first objective of the study was to examine the relationship between cell phone usage and students' indiscipline. The findings revealed a positive and significant relationship between cell phone usage and students' indiscipline, which is similar to the results of (Mamudu & Oyewo, 2015) who discovered a significant and positive relationship between cell phone usage and students' indiscipline in a study conducted among secondary school students in Nigeria. In regard to the foregoing, (Lepp, Barkley, et al., 2015) reported that higher cell phone usage was related with poorer student discipline in their study on the association between cell phone usage and student behavior.

Similarly, a survey conducted in Tanzania in 2013 by Koda & Kayombo, 2019 indicated that 64% of respondents agreed that students should not be given mobile phones because they are more likely to be influenced into engaging in acts of indiscipline. Furthermore, according to (Musau et al., 2017), many college students are encouraged to use cell phones during class so

as to stay socially connected and alleviate anxiety caused by the fear of missing out on anything socially significant, which leads to distracted learning and indiscipline among students.

5.1.2 Discussion of the results in regards to the assessment of the relationship between cell phone usage and parent child attachment.

The study's second objective was to examine the relationship between cell phone usage and parent-child attachment. According to the study findings, there is a positive and significant association between cell phone usage and parent-child attachment. According to (Xie et al., 2019) when attachment between parents and children is carried out via cellphones, it can result in unfavorable parent-child attachment and accelerate cell phone usage addiction among teens. Similarly, (Xie et al., 2019) noted that despite the fact that they are a short distance apart or living in the same house, parents and children rarely have face-to-face interactions but rather text one another and the consequence, mobile devices such as cell phones have become ubiquitous, and their usage in socializing and remote connection between parents and children is fast expanding.

Furthermore, (Lucktong et al., 2018) say that parents must now compete with technology, particularly telephones, which is becoming an increasingly important part of their teens' lives. For example, youth may be utilizing cell phones more frequently to communicate with their classmates, this may result in avoidant and unpleasant attachments as the separation between the children and their parents grows. According to a study conducted by (Mo et al., 2021) 21% of parents confessed that their interactions and attachments with their children had been harmed as a result of their being viewed in a compromising circumstance on social media using cell phones.

5.1.3 Discussion of the results in regards to the assessment of the relationship between parent child attachment and students' indiscipline.

The third objective of the research was to assess the relationship between parent-child attachment and students' indiscipline; the study findings revealed that there is no statistically significant relationship. This suggests that an increase in parent-child attachment is not related to a rise in student indiscipline, and a decrease in parent-child attachment is not associated with a decrease in student indiscipline. This contradicts (Ongek & Onjoro, 2020) who demonstrated that students who come from abusive parents and thus have poor parent-child attachments exhibit indiscipline, whereby such students may end up beating their classmates without feeling any remorse. Furthermore, such students may resort to criminal activities such as stealing, rioting/rebellion, and others to achieve what they could not get from their parents.

Furthermore, a study conducted by (Cheng et al., 2021) significance of parental-child interactions on discipline among high school students in Taiwan in 2021 discovered that negative parent-child attachments are strongly associated with indiscipline; if family attachments are unsatisfactory, children are more likely to engage in deviant behavior. This was demonstrated in an American longitudinal research study where 72% of the sample suggests that avoidant attachments are associated with higher levels of indiscipline among adolescents and secure attachments are associated with "socially approved, normatively expected" church participation and academic performance are examples of such habits (Hair et al., 2008).

These studies contradict the study's conclusions, however the majority were conducted among secondary school students, whose age groups, lifestyles, educational systems, and localities differ from those of university students, where the current study was conducted.

5.1.4 Discussion of the results in regards to mediating effect of parent child attachment on cell phone usage and students' indiscipline.

The relationship between cell phone usage and students' indiscipline was examined using the Sobel test to see if parent-child attachment significantly mediated it. The findings demonstrated that the relationship between students' indiscipline and cell phone use is significantly mediated by parent-child attachment ($Z = 3.86, p < .001$).

These findings contradict those of (Musau et al., 2017) who conducted a study on indiscipline among secondary school students in Mauritius and discovered that both cell phone usage and students' indiscipline have an effect on parent child attachment in such a way that, in many families in Mauritius, there is distant parent child attachment because parents are too busy laboring for the family's welfare to dedicate time for parenting. Hence, giving the child a lot of independence, which leads to cell phone use and indiscipline at school.

Watson & Bogotch, 2016 conducted a study in New York where 72% of respondents believed that parents with poor attachments to their children have less time to help their children's academic and discipline at school. Furthermore, Katabazi & Mutuza, 2012 discovered that over 70% of learners avoid classes for the following reasons: they are unaware of the value of education, their interest to the opposite sex is much more fascinating to them at colleges, they do not complete their assignment, and they are uncomfortable with the face of the class instructor or his/her public persona. As a result of minimal or no guidance by parents as a result of avoidant parent child attachments, they are usually engaged in unauthorised cell phone usage, selling drugs, and other activities.

These studies contradict the study's conclusions, however the majority were conducted among secondary school students, whose age groups, lifestyles, educational systems, and locales differ from those of university students, where the current study was conducted.

5.2 Conclusion

The first objective was to investigate the relationship between cell phone usage and student indiscipline. The study concludes by demonstrating that a positive and significant relationship existed between cell phone usage and students' indiscipline. This is attributed to several factors, including the fact that the more students use cell phones for exchanging information, sharing photos, and watching videos, the more information and interest they have in participating in acts of indiscipline such as strikes, property destruction, class absenteeism, and truancy.

The second objective was to investigate the relationship between cell phone usage and parent-child attachment. The study shows that cell phone usage has a significant contribution to and parent-child attachment; this positive relationship is mostly connected to the students' ability to contact and exchange information with their parents using mobile phones.

The third objective was to investigate the relationship between parent-child attachment and students' indiscipline. The study shows that there is no statistically significant relationship between parent-child attachment and students' indiscipline. This suggests that an increase in parent-child attachment is not correlated with a rise in students' indiscipline, and a decrease in parent-child attachment is not correlated with a reduction in students' indiscipline. This is due to the fact that the study was conducted among university students whose parents have less information and influence regarding their discipline.

The study's final objective was to examine the mediating effect of parent child attachment on cell phone usage and students' indiscipline. According to the study, parent-child attachment has a significant mediating effect on cell phone usage and students' indiscipline.

5.3 Recommendations

Several recommendations can be made in light of the previous conclusions, including;

Students should be encouraged to use cell phones to exchange more academic-related information, such as by participating in online academic discussions, rather than exchanging information that encourages students to engage in acts of indiscipline such as strikes, property destruction, class absenteeism, and truancy.

There is a need to encourage students to communicate more with their parents on cell phone because this improves and enhances safe parent-child attachment, as evidenced by the table data.

5.4 Areas for further studies.

Other elements that were not examined in this study on such a topic should be studied. The emphasis should be on the relationship between cell phone usage student indiscipline.

Furthermore, future research should include both lecturers and parents, as both are equally significant in terms of student indiscipline.

More importantly, secure attachments help to make parents cognizant of their role in influencing and enhancing students' discipline.

5.5 Limitations of the study

Because the researcher was working on a tight timeline of only a few months, time was of the essence.

Some respondents were non-responsive to some of the questions, citing the fact that some of the questions were sensitive. The researcher attempted to clarify on the study's objectives.

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APPENDIX (A)

Morgan and kJrecie table for determining sample size

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

APPENDIX (B)
Questionnaires

Kyambogo University
Faculty of education
Department of psychology

Dear respondent.

I am Biyinzika Miriam Rose carrying out a study on cell phone usage, parent-child attachment and students' indiscipline among undergraduate students of Kyambogo University. You have been selected as a respondent, please kindly spare a few minutes of your time and participate in the study by answering the questions below. The information will be treated with utmost confidentiality and for academic purposes only.

Do you consent to take part in this study?

Yes No

Section 'A'

Bio data/ background

Sex

Male Female

Age.

18-20 21-24 25 and above

Faculty/school

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Marital status

Married Single

Year of study.

Year one Year two Year three Year four Year five

Religious affiliation

Catholic Protestant Moslem Others

SECTION B

In the statement below, please put a tick () to the statement you feel is a correct response. Please do not leave any statement unattempt. There is no time limit. Your responses will be used for research purpose only and the responses will be always kept confidential.

1-Never 2-Rarely 3-Often 4-Always

I use cell phone to:

Exchange information					
1	Get information on current events	1	2	3	4
2	Keep in contact with my relatives	1	2	3	4
3	Seek help from lecturers	1	2	3	4
4	Get jobs' related information	1	2	3	4
5	Do research work	1	2	3	4
6	Attend online academic group discussions	1	2	3	4
Sharing photos					
7	Look at funny sharing	1	2	3	4
8	Take photos	1	2	3	4
9	Filter photos	1	2	3	4
10	Share pictures	1	2	3	4
11	Post interesting memes	1	2	3	4
Watch videos					
12	Exchange academic video clips	1	2	3	4
13	Post live videos on different topics	1	2	3	4
14	Watch movies	1	2	3	4
15	Share music videos	1	2	3	4
16	Attend social gatherings online	1	2	3	4

SECTION “C”

You are asked to go through the list below. Respond to the following questions using a scale below. Tick one right option.

1	2	3	4
Almost Never or Never True	Not Very Often True	Often True	Almost Always or Always True

Secure Attachment				
My parent respects my feeling.	1	2	3	4
I feel my parent does a good job as my parent	1	2	3	4
My parent accepts me as I am	1	2	3	4
I like to get my parent’s point of view on things I’m concerned about	1	2	3	4
My parent trusts my judgment	1	2	3	4
My parent can tell when I’m upset about something	1	2	3	4
My parent helps me to talk about my difficulties	1	2	3	4
My parent helps me to understand myself better	1	2	3	4
My parent understands me	1	2	3	4
I tell my parent about my problems and troubles	1	2	3	4
When we discuss things, my parent cares about my point of view	1	2	3	4
When I am angry about something, my parent tries to be understanding	1	2	3	4
I trust my parent	1	2	3	4
I can count on my parent when I need to get something off my chest	1	2	3	4
Anxious Attachment				
I feel it’s no use letting my feelings show around my parent	1	2	3	4
My parent has her own problems, so I don’t bother her with mine	1	2	3	4
My parent expects too much from me	1	2	3	4
I get upset a lot more than my parent knows about	1	2	3	4
My parent doesn’t understand what I’m going through these days	1	2	3	4
I don’t get much attention from my parent	1	2	3	4
Avoidant Attachment				
Talking over my problems with my parent makes me feel ashamed or foolish	1	2	3	4
I get upset easily around my parent	1	2	3	4
I feel angry with my parent	1	2	3	4
I can’t trust my parent	1	2	3	4
I can’t count on my parent when I need to get something off my chest	1	2	3	4
If my parent knows something is bothering me, she doesn’t ask me about it	1	2	3	4

SECTION “D”

You are asked to go through the list below. Respond to the following questions using a scale below. Tick one right option.

Never	Not serious	Serious	Very serious
1	2	3	4

In this University I have engaged in;

Strikes					
1	Strikes	1	2	3	4
2	Riots	1	2	3	4
3	Unpeaceful demonstrations	1	2	3	4
4	Unlawful assembly	1	2	3	4
Destruction of property					
5	Vandalism of institution property	1	2	3	4
6	Burning of institution property	1	2	3	4
7	Breaking of institution property deliberately	1	2	3	4
8	Inappropriate use of institution property	1	2	3	4
Class absenteeism					
9	Coming late for lectures	1	2	3	4
10	Not attending lectures	1	2	3	4
11	Dodging of coursework	1	2	3	4
12	Dodging tests and examinations	1	2	3	4
Truancy					
13	Refusal to attend class	1	2	3	4
14	Refusal to go to school	1	2	3	4
15	Refusal to attend examinations	1	2	3	4
16	Refusal to engage in any school activity	1	2	3	4

THANK YOU!